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Continuing The Historical Outlook

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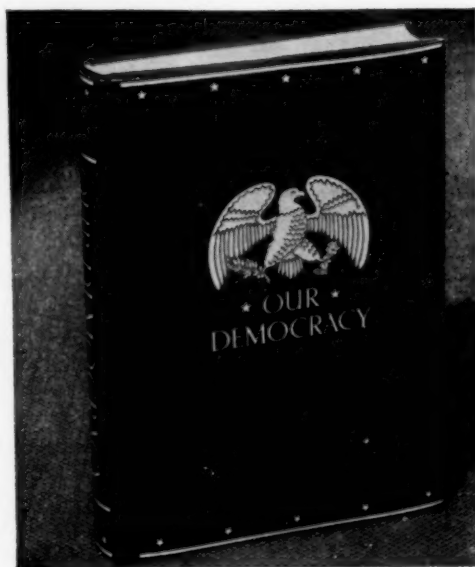
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The Social Studies

Continuing The Historical Outlook

VOLUME XXX, NUMBER 6

OCTOBER, 1939

The Middle Way

RALPH ADAMS BROWN

Jamesburg High School, Jamesburg, New Jersey

Throughout the state of New Jersey groups of school administrators and supervisors have been discussing the issues and functions of education as defined by the Committee on the Orientation of Secondary Education, Department of Secondary-School Principals, National Education Association. The issue about which there has been the most disagreement is, "Shall secondary education seek merely the adjustment of prevailing social ideals, or shall it seek the reconstruction of society?" This may be shortened and simplified to read, "Shall the secondary school undertake the reformation of the world?" It is only natural that the interest and controversy regarding this issue among the administrators should spread to those of us who are classroom teachers. As a teacher of history, I feel that this is a question of particular interest to all social studies teachers, and an issue upon which we, owing to the nature of our subject matter, should be given an opportunity to speak.

Before attempting to reach any conclusion there are three points to review. First, we are living in a democracy—a democracy which none of us claim has yet developed the ideal in social conditions; a democracy which is threatened, both physically and ideologically, by the spread of totalitarianism over the world during the last two decades, a spread which eminent historians have declared to be a *trend* and not a phenomenon.

Secondly, the issue under discussion—namely, shall the schools undertake to reform the world?—is one which has been brought to the fore by two factors: the growing emphasis on attitude rather than fact, and the action of a small group of teachers

who have attempted to lead their pupils along a path which cannot but lead to a new social order.

In the third place, the issue may be re-stated to read, "Shall secondary education accept what the majority of citizens consider wise and good, and teach pupils to do or to become those things, or shall it deliberately influence pupils to formulate and to pursue other goals" regardless of their acceptance by the public?¹

It is apparent that there are three courses open to American secondary education: (1) To adopt a policy of adjustment and try to bring the pupil into a willingness to accept the present social order. (2) To attempt to reconstruct the present social organization. (3) To adopt a middle course, somewhere in the vast area that lies between the first two. Let us consider, briefly, these three courses.

Shall Secondary Education Seek Merely the Adjustment of Students to Prevailing Social Ideals? This has the appearance of a defeatist attitude. Is there anyone who would care to defend the position that American democracy has now reached the zenith of perfection? I doubt it very much. Then, if we are agreed that reform and revision are necessary, why make this task doubly difficult by creating a citizenry that has been adjusted to the present imperfection? It would seem that a person content with this solution must of necessity be either completely ignorant of the lessons to be derived from a study of the past

¹ Department of Secondary School Principals, National Educational Association, *Issues of Secondary Education* (Bulletin 59, 1936), XX, 316-317.

—some one to whom social evolution is an unknown term—or one who is so foolish as to think he can fly in the face of the inevitable change!

Shall Secondary Education Seek the Reconstruction of Society? Both Jesus and Socrates died for trying to do this very thing, and in their death achieved victories. Thus, what could be simpler than to say, "American secondary education should follow the leadership of all valiants who have refused to be chained by the mores of their present?" Nothing could be any easier to state, nevertheless, many actions might be far wiser. There is much disagreement upon this point, but it is the contention of the writer that educators as a group have failed to show either the perception or the unanimity which would be necessary to such leadership. Education is in no position to demand absolute control in the drive to new frontiers.

The Middle Way. This leaves us with a third possibility—the middle way. It is the opinion of the present writer that secondary education should neither try to adjust the youth of America to existing social conditions nor aid them in seeking the reconstruction of society, but that it should imbue them with the historical or, if you prefer, the critical attitude and approach to problems, with an aim to implant in them the necessary attitudes and abilities to enable them to face unerringly the problems of an unknown future and to reconstruct society along

the lines which future changes may make desirable or necessary. The student of today can only acquire the understanding of his present social environment which is necessary to him in solving the problems of tomorrow, as well as the critical attitude which is necessary to the recognition of those problems, through the study of *history*.

Democracy faces a dilemma. The totalitarian powers are imbuing their youth with social, political and ideological viewpoints by the use of dictatorial methods. We would like to implant in our own youth the same blind, unswerving loyalty to our own ideals. Yet, to use these same methods is undemocratic. German youths are told, in no uncertain manner, from the cradle until they take their place in the steel-helmeted ranks of the German army, that Hitler is always right. We admire and envy the loyalty thus obtained. But we despise the methods as well as the objectives.

Against this array of unquestioning youth we must prepare an army to whom the social world is intelligible, trained to approach all problems with a critical mind. Not a nation "adjusted" to the imperfections of our present social order or led by unqualified leaders into the task of reconstructing what they do not comprehend, but a nation that has been taught first to understand, then to evaluate critically, and finally to take action.

The Goals of History Teaching

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We have all been confronted with the question as to just what differences should take place in our pupils as a result of their attendance in social studies classes. School work in history has largely been the study of significant periods of man's past and the acquisition of the facts and details related to events that have taken place in those periods. The pupils who were able to retain the largest number of facts were considered the best students. They had learned the most. Important as this memoriter type of learning may be, it is now believed that students should gain something more from the study of history. Facts have a habit of slipping away from one. Especially is this true if they are unrelated to daily experiences.

Historical facts are of the greatest value when they contribute to the understanding of universal concepts that not only explain the historical period in which they occurred, but serve also to enlighten the student on the present and the future. The con-

cept of nationalism is such an understanding. It is timeless; it is not limited by space. It is a universal force. To comprehend it does much to assist in the explanation of present-day world problems. Some of the facts related to nationalism are the work of Cavour and Bismarck, the battles of Salferino, Sedan, and Sadowa, the Ems telegram, and the organization of the Dual Monarchy and the North German Confederation. These facts derive most of their value for high school history from their importance in contributing to the understanding of nationalism. It is such understandings that we probably should use as the primary objectives of history.

Other generalized understandings of a similar nature are democracy, imperialism, interdependence of nations, internationalism, and socialism. Each is a generalized term, timeless, and spaceless. After being learned, these can function throughout a person's life. Facts and details are essential to their under-

standing. The richer and fuller the facts and details are, the better, providing the major understanding is not lost in a mass of material. The details must be pointed at understanding. Then, and then only do they have their fullest value in high school history.

Someone may say, "If understandings of this sort are what is needed, let us teach them directly. Let us give the students a series of definitions to learn. Why bother the students with details that they are going to forget anyway?" It is doubtful if generalized understandings can be satisfactorily taught indirectly, unsupported by factual details. It is questionable whether it would be wise to do it even if it were possible. A generalization should be the result of the pupil's study. It must be the product of his own thinking; otherwise it becomes just another fact to be learned, to be tested, and to be forgotten.

Understandings may be thought of as being either generalized or specific. In this paper, the generalized understanding is the one under consideration; specific or inert understandings are the contributory, detailed facts from which generalizations may be built when understandings are established. If the details to be studied are well chosen, i.e., pointed at the generalized understanding, their relationships brought out, the class discussion centered around the applications of the details to the generalization and to present-day situations, then the result should be a clear insight into the undertaking. When insight has taken place, the generalization has been learned and may be expected to function in the student's life.

Learning should not only consist of the growth of understandings on the part of the students, but also in the development of attitudes and interests and the acquisition of abilities or skills. These may be thought of as concomitants to the growth of understandings. Attitudes may very easily be related to them. For example, a "right" understanding of democracy will presuppose desirable attitudes toward it that will condition one's actions. The same is true of most of the other understandings. Interests related to the understandings may also be developed. Such an interest as a desire to know more about peoples and lands of the modern world should result from the study of history. This interest cannot be developed, however, unless a wealth of details is used. The fact that these details are directed toward the understandings need not interfere with this concomitant interest resulting from the study. The same subject matter may be used as a background for activities, pointed at arousing interests used for other activities, that are expected to develop further understanding.

The skills that may be emphasized are those commonly needed in the growth of understanding. They are general in nature and should function in later life as well as in the classroom study of history.

Such skills as reading and interpreting news articles of civic interest, the detection of propaganda; the reading of cartoons, charts, and graphs related to social studies; the utilization of political maps; and the outlining and summarizing of historical materials may be stressed. Here again the same materials studied in the development of understandings may be utilized in the practice activities followed in acquiring skills.

Enough has been said to indicate that the subject matter to be utilized is that which best lends itself to the growth of understandings. These understandings should presumably be limited in number. Not over a dozen may probably be satisfactorily attempted in any one course. Attitudes, interests, and abilities taught should also be few in number in any one year. It is believed that it is better to teach a few things well, with a richness of supporting detail, than to attempt to teach a large number of them in a sketchy and unorganized manner.

A group of modern history teachers in eight Illinois high schools cooperating in a study of modern history agreed on a minimum list of objectives as being reasonable for a course in modern history. They believed that such a course in history should contribute to:

- A. An understanding of the following:
 1. Growth of nationalism and national states.
 2. Development of modern democracy.
 3. Industrial revolution.
 4. Rise of socialism.
 5. Present-day conflict between individualism and collectivism.
 6. Rise of imperialism.
 7. Problem of war.
 8. Development of internationalism.
 9. Interdependence of nations.
 10. Rise of dictatorships and totalitarianism states.
 11. Modern attempts to solve world problems of housing, labor, education, poverty, finance, marketing, and production.
 12. Facts that national attitudes toward and methods of solving problems are conditioned by resources, geographic location, and historical background.
 13. Influence of science on modern life.
- B. A development of the following attitudes and interests:
 1. Attitude toward democracy as a growing concept needing continual correction.
 2. Attitude of tolerance toward other peoples.
 3. Appreciation of the fact that many pressing problems are international in scope.

4. Active interest in present-day world problems.
5. The development of an interest in the peoples and lands of the modern world.
- C. The strengthening of the abilities necessary to:
 1. Prepare and deliver reports.
 2. Read and understand diagrams and charts relative to modern history.
 3. Read modern history maps.
 4. Locate on outline maps the countries and chief cities of the modern world.
 5. Outline modern history material.
 6. Find and utilize modern history references.
 7. Read and interpret world news in newspapers and magazines.
 8. Interpret cartoons on political and social matters.

While some criticism may justly be made of this list, it is believed that it is a step in the direction of objectifying the teaching of history in a desirable way.

After the objectives have been determined, unit-assignments or long-term assignments may be built around the understandings. Then related attitudes, interests and abilities may be allocated to the appropriate assignments.

The objectives of an assignment for about three weeks' work on nationalism related to the unification of Italy and Germany follows:

Understandings:

1. To understand the nature of nationalism.
2. To see how the forces of nationalism succeeded in unifying the German and Italian peoples.
3. To see how the geographic conditions of Italy and Germany contributed to their unification.

Skills:

4. To practice outlining historical materials.
5. To practice locating places and lands on outline maps.

Interests:

6. To contribute to the development of an interest in the peoples of Italy and Germany.

(Based on Chapters XII, XIII, and XIV in Carl Becker's *Modern History* and related materials.)

Assuming that the above discussion is, in the main, sound, one of the immediate needs in social studies teaching is to determine what minimum of major understandings, attitudes, interests, and abilities may reasonably be established as objectives. If these objectives could be generally agreed upon, then suggestive materials may be assembled with some assurance that they would be helpful to a large number of teachers. It would appear that this could easily become a significant project for teacher groups interested in promoting the teaching of the social studies.

History for Beginners

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What should be taught as the first lesson in history? Having dealt with the question in an academic way for several years, I have now been confronted with the problem as the parent of a child in the fourth grade. Here it seems, at least in one school system, the teaching of history begins; and to my amazement the subject matter differed little from that which I had been hurling at the heads of college freshmen. To be sure, the vocabulary of the text used was simpler, the type was large, line cuts added a certain romantic touch; and there were questions to be answered from the material read over in the text. But the scope was much the same as that of more advanced courses.

Being a parent I have the same duty as other parents, that of helping out the child when he is puzzled by these questions. Being also a teacher, I

feel an obligation to see that the school's objectives are not lost sight of; I did not intend merely to answer all such questions as they were relayed to me, but to see that the proper learning process was followed. But, believe me, with my graduate study and my daily occupation with the subject matter, I was not always certain how these questions should be answered. Surely, a long and heavily qualified disquisition, which I might construct if pressed, was not expected of a fourth grader. What was the trouble? Perhaps the textbook, the subject matter, was at fault.

By a brief analysis of this text, I found that the fourth grade student was expected to grasp such abstract conceptions as "The Roman Empire," "Trial by jury," "The Crusades," and "The Renaissance in Art." These, along with other subjects, were strung

on a chronological sequence from the early Teutons to the discovery of America. In other words, the fourth grader got a college, or high school course, made simpler. Apparently no one had raised the question of the adaptability of the content to such a primary course.

Not having searched the field for a better text, I might have assumed that the situation could be easily remedied, but instead I chose to attack the situation *ab novo*. What, I asked, are the rudiments of history? What are those facts or principles which are both fundamental to the understanding of history, and at the same time elemental enough to be presented to a child? Alas, there is no very certain concurrence upon the answers to these questions. So the parent (who, fortunately for him, is not in the public school system) may make some daring postulates. They may or may not be the solution. They are given for what they are worth.

First, there is the fundamental concept of time, and the relationship of the present with the past. Not much history can be taught without this. Fairy stories may be hinged upon a nebulous "Once-upon-a-time" (apparently a necessity even for myth and legend), but history demands something more substantial. "A long time ago," is better. "Day before yesterday," or "Last year," is a great improvement. (Pierrepont Noyes in his book, *My Father's House*, relates how stories so often began, "When grandfather was a little boy.") Any story to be real must have this setting in time. Why, then, should we bother with dates, or any chronology, until there is some such concept as this in the child's mind?

Second, there is continuity. "Men may come, and men may go, but I go on forever." This, it must be granted, is one of the fundamentals of history. Historical teaching must break away from "—and they lived happily ever after." This is one element of reality. Man does not go on forever, but his work may. How can you implant that in the child's mind? Yet without it your history just won't register. The difference between a fairy story and a part of recorded history cannot be obtained by saying, "—but *this* really *did* happen." It must be a part of other things which the child *knows* happened. In other words, the distinction is that of continuity. How can the child grasp that?

Third, is the principle of association of time and place. Let the child link these realities with "foreign lands and people." Stevenson had the idea when he wrote, "I should like to rise and go, where the golden apples grow." Fairy stories make us long for what is wonderful and exotic. History will be loved by children when they learn that it is a bridge to foreign lands. Geography teaching does this, for many modern geographies do make children "rise and go." Just as a Hottentot is a fellow you get to

know if you take a steamer at New York and cross the ocean to Africa, so a Pilgrim is not only a fellow with a sour face and a broad hat, but what we came from across the centuries as we left our homes in England and landed on the rugged shores of Massachusetts. A realization of this would be worth several years of pure content teaching.

There must be other principles and elements of history just as fundamental as these three. Now, it seems to me, if the teacher will center his teaching on these in the primary grades in history, it will not much matter where the story begins. I am sure that it could vary with every community and state. The approach may be fictional, biographical, or wrapped in the lore of an historic neighborhood. But above all, let it avoid in the early years those baneful abstractions, "Magna Carta," "The Roman Empire," and "Trial by jury," which will never be significant in themselves. History teaching has suffered too long from pounding upon orthodox facts, and has had too little of the reality of the fairy story and fiction. As such it has been, and quite rightly, "hated." In its own right it should be loved as one loves his home. When it is properly taught, the child who parrots, "I hate history," will say instead, "I love my history, and you can't take it from me."

When it comes to the method of presenting this first course in history, I would abandon all such time sequences as "from the Roman Empire to the Discovery of America," or "From Columbus to the Civil War." A kind of false continuity can be absorbed from a book with these limits. Some children thus get the idea that Andrew Jackson is "three quarters of the way through." Course continuity takes the place of real continuity. It is not surprising that teachers are unable to escape these book-cover limits. What, then, would I substitute?

Do you remember the story of "Grandfather's Chair," with all of its associations? This idea might be the means of instilling both continuity and reality into historic tales. There is also the device employed in "The Tales of a Wayside Inn," wherein important events are linked and given continuity. If grandfather is a real person, his generation becomes real, and his memories likewise achieve a time value. This makes history relative, and not in some distant fairy time.

Time and place are so essential in any historical narrative that it ought to be fundamental to link the first teaching of history with familiar places. In fairy stories this is not important. Whoever asked the nationality of "Snow White," or the geography of the "Seven Dwarfs"? What does it matter to the average child that Pinocchio was an Italian, or the exact location of Crusoe's island? The story is the thing. But if we are really to put across our history, the things taught must happen in places that are real. This

should be accepted as an axiom in teaching history. Therefore, in the first course in history, it is better to treat easily comprehended local events, rather than what the judgment of scholars may have labeled significant national episodes.

Not only is the teaching of local history desirable, but it is much easier to do. Children may be taken to an historic spot, an old home, or an historical museum. The children of Lancaster, Pennsylvania, can be taken to the home of James Buchanan, "Wheatlands," not so much to study political history as to see how people lived years ago, and to contrast this with modern houses in the same city. In my home city a fine historical museum enables children to see the household implements used by their ancestors. A teacher who makes use of these exhibits can soon establish in the youthful mind correct historical associations.

Obviously it is a mistake to start by teaching political history. Its significance is more remote from the child's experience, it involves many abstract ideas, and is usually national rather than local. Social history on the other hand is concrete, fascinating in its contrasts with the present, and capable of fairly successful local illustration. The wide variety of subject matter will prove most disconcerting, no doubt, to makers of syllabi and standard tests, but the purposes of teaching will be served. Perhaps administrators might be willing to grant considerable latitude to the

teacher in this first instruction. The object should be to give an initial interest, and some sound fundamental concepts, although sugar-coated, in order to remove from history the unhappy distinction of being the most "hated" subject in the curriculum.

When that has been done through a wiser choice of subject matter, it may be possible to go a step further in giving a grasp of history as a whole. There have been many attempts recently to teach history comprehensively—to give courses on "Western Civilization," or "The History of the World." These rest upon the proper assumption of the broad scope of history, its indivisibility, and its essential value as a basis for education. Where such courses have failed, however, it is probably due to the inability of students to grasp so many facts, or, if they could, to relate these facts in a logical way. If fundamental concepts had been given more attention at an early age, this difficulty might have been overcome. What is more important, however, is that all of the factual accumulation in the course of education will be more significant and more valuable when a logical and systematic time and association structure has been built in the mind of the student. Thus, what at first appears to be a scholastic quibble on content, may prove to be a criticism of the philosophy of education. The validity of such criticism must be submitted to teacher, parent, and student, or subjected to the test of experiment.

The Continuity of Error

JULIAN ARONSON

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Philip Guedalla's remark about history repeating itself and historians each other must also include the repetition of each others mistakes and prejudices. Errors and slants, if they are not attacked early, become hoary with respectability and so standardized as to be easily adaptable for any pet theory. The most long-lived errors are those with enough truth to them to give them an air of verisimilitude. Sometimes these errors turn around a personality who had all the queer habits of unorthodoxy, who wrote better history in town than the academic in gown, who in an age of strong religious faith came out for skepticism and criticism and who defied the narrow specialization encouraged by the German school to write in the broad speculative style abhorrent to those who reveled in lacunae. Such men don't make many friends. Their reputation is constantly attacked during their lifetime. It is only after their contemporaries join them in the unpublished regions that their life work can be really

evaluated without personal animus.

James Anthony Froude was one of these outstanding non-academic historians who is thought more of today than during his lifetime. Several years ago Waldo H. Dunn wrote a book about Froude and his relations with Carlyle, a literary book for the most part of no particular value to readers of history.¹ The book contains, however, an interesting incident illustrating the continuity of error among these professors anxious to deprecate Froude's standing as a historian of the nineteenth century, while at the same time anxious to increase their own prestige as valiant defenders of the fact. All their efforts would be indeed a moral triumph for the professors if the incident they seized upon to chastise Froude had not turned into a boomerang to confound their own exalted motives. What follows, with the exception of two addi-

¹ Waldo H. Dunn, *Froude and Carlyle* (Longmans, Green and Company, 1930).

tional references enlarging the continuity, is based on a chapter in Mr. Dunn's interesting book.

In August 1886, there appeared in the *Nineteenth Century* a criticism by Edward Wakefield, a native of Australia, of James Anthony Froude's description of Adelaide, Australia. The writer accused Froude of deliberate fact garbling in describing the city of Adelaide and on all points differed violently from Froude. Where Froude had the city divided into two by the River Torrens, Wakefield said there was no river; where Froude built the city on level ground in a basin, Wakefield placed it on an eminence; where Froude put the population at about 150,000, Wakefield cut it in half; where Froude had the population content and prosperous, Wakefield saw only famine. Clearly, Mr. Froude had a case of strabismus.

Shortly after Froude died, H. A. L. Fisher, the first of the critics took advantage of the momentary interest in Froude's life and wrote an article entitled "Modern Historians and Their Methods." This article appeared in the December, 1894, issue of the *Fortnightly Review*. In it, Mr. Fisher requoted Edward Wakefield's virulent attack on Froude to support his thesis that Froude was "constitutionally" inaccurate as an historian. Mr. Fisher did not mention Wakefield as the source of his information, though, we gather from Dunn, he quoted almost verbatim from the *Nineteenth Century*.

Mr. Fisher said:

He [Froude] was, too, constitutionally inaccurate and apparently incapable of reporting upon the facts of his own observation without curious and even serious errors. . . . Writing, for instance, of Adelaide in Australia, he says: "Seven miles away we saw below us, in a basin with a river winding through it, a city of 150,000 inhabitants, not one of whom has even known, or ever will know, one moment's anxiety as to the recurring regularity of his three meals a day."

Then, repeating Edward Wakefield's stricture without referring to a gazette for verifying the quotation, Mr. Fisher continued:

Adelaide is on a high ground, not in a valley; there is no river running through it; its population was not more than 75,000 and at the very moment that Froude visited it, a large portion of that population was on the verge of starvation.

Three years later, in 1897, Langlois and Seignobos, professors of history at the Sorbonne, published their *Introduction to the Study of History* as a guide to what is wheat and chaff in historiography. Presumably, the young *licenciés* were to be inspired by their teacher's methods in objective research, methods in

which cool impartiality, understatement, skepticism and meticulous accuracy should be the dominating motives in all their historical studies. Messrs. Langlois and Seignobos referred back to Mr. Fisher's article and with Froude's deflections underlined as what *not* to do, wrote:

Froude was a gifted writer, but destined never to advance any statement that was not disfigured by error; it has been said of him that he was constitutionally inaccurate. For example, he had visited the city of Adelaide in Australia: "We saw," he said "below us, in a basin with a river winding through it, a city of 150,000 inhabitants, none of whom has ever known or ever will know one moment's anxiety as to the recurring regularity of his three meals a day." Thus Froude; now for the facts: Adelaide is built on an eminence; no river runs through it; when Froude visited it the population did not exceed 75,000 and it was suffering from a famine at that time.

With the Achilles tendon re-discovered and publicized, the partnership of Seignobos and Langlois, reinforced by the cudgels of their Gallic wit, sailed forth to annihilate the terrible aberrancies of James Anthony Froude:

Froude was perfectly aware of the utility of criticism, and he was even one of the first in England to base the study of history on that of original documents, as well published as unpublished; but his mental conformations rendered him altogether unfit for the emendation of texts; indeed, he murdered them, unintentionally, whenever he touched them. Just as Daltonism (an affection of the organs of the sight which prevents a man from distinguishing correctly between red and green signals) incapacitates for employment on a railway, so chronic inaccuracy, or "Froude's Disease" (a malady not very difficult to diagnose) ought to be regarded as incompatible with the professional practice of critical scholarship.

The exalted ideals dictated from the Sorbonne reverberated three years later (1900) in the presidential address made before the American Historical Association by James Ford Rhodes. Said Mr. Rhodes:

Froude is much more dangerous than Carlyle and Macaulay. His splendid narrative style does not compensate for his inaccuracies. Langlois makes an apt quotation from Froude. "We saw" says Froude, of the city of Adelaide in Australia, "below us in a basin, with a river winding through it, a city of 150,000 inhabitants, none of whom has ever known one moment's anxiety as to the recurring regularity of his three meals

a day." Now for the facts. Langlois says: "Adelaide is built on an eminence; no river runs through it; when Froude visited it the population did not exceed 75,000 and it was suffering from a famine at the time."

"Langlois says," but Langlois quoted Fisher who quoted Wakefield. We see as yet not the slightest reference to a gazette for verification, no primary source material (that *summum bonum* of historical research) mentioned for clinching the true facts behind Adelaide's location. All we get is the rote repetition of a single argument which furnishes in succession a chopping edge for beheading the reputation of another historian.

We may also mention two more recent references to the Froude quotation not cited in *Froude and Carlyle*, but hounded out by our own trusty bloodhounds with the Dunn scent in their nostrils. In Allen Johnson's *The Historian and Historical Evidence*, the thrice quoted extract is again refurbished in the interest of scholarship (pp. 38-39). Similarly, Harry Elmer Barnes alludes to the classic aberration in an article on the development of historiography for the *Encyclopedia Americana*.

The truth about the city of Adelaide comes from several authorized sources quoted in Mr. Dunn's volume. According to the series of original papers issued under the authority of the Royal Commission for the Colonial and Indian Exhibition of 1886, Adelaide is built on level ground at the foot of mountains over 20,000 feet high. The River Torrens *does* divide the city in half. The population, including that of the suburbs, *was* at the time of Froude's visit (1885), well over 100,000. Writing directly to John Lavington Bonython Esq., Lord Mayor of Adelaide, Dunn elicited a reply dated September 22, 1928 (p. 111,

footnote). It reads:

Adelaide is situated midway between St. Vincent Gulf and Mount Lofty Ranges, and its height above sea-level at the General Post Office which is practically the center of the city, is 154 feet. Those suburbs which lie between the city and the mountains are set on rising ground stretching up to the foothills. Viewing the metropolitan area from any of the numerous vantage points on the slopes of the Ranges, however, it may in a restricted sense be said that Adelaide lies in a basin, although the usual description of the country is a plain. The River Torrens runs through the city, dividing the northern residential portion from the main business portion. . . . According to the Government Statist, the population in 1885 was 113,000. As to the statement that the people, or any portion of them, were on the verge of starvation in 1885, Mr. A. T. Saunders, an old resident and undoubted authority on local history, asserts that the report is entirely incorrect.

Dunn also makes reference to the Honorable J. G. Jenkins, agent-general for Southern Australia, "who was a resident of Adelaide and took a pretty active interest in municipal affairs when Froude visited the city in January, 1885." Mr. Jenkins said that there was then no "unusual or general distress."

To comment further would be supererogatory. That Froude's description does not tally in every topographical and statistical detail is obvious. But more obvious is the pettiness of his critics. Froude was damned with constitutional inaccuracy in guidebooks and magazine articles on the proof of one ghastly "error." With that dissipated, one is left with the sour vindictiveness of some of his critics.

High School History and the Activities Program

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Whether or not they be in agreement with the "activities" movement in the so-called progressive schools of the present day, few teachers will deny the prime importance of pupil activity in any education worthy of the name. One need not subscribe to the extreme doctrines of the "self-expression" groups, nor be an advocate of the "child-centered" school to realize that, psychologically, the learning process is

"active" and that, in true learning, activity on the part of the pupil is far more important than activity on the part of the teacher. This has long been realized by superior teachers, and activities have formed a significant part of instruction in many classrooms for years. After all, Pestalozzi was an activity teacher, and the effect of his theory and practice was felt in this country long before the present generation. How-

ever, more recently, an increasing and perhaps extreme emphasis on activity is to be noted.

Many will agree, with the activities school, that a thorough control of the tools of learning rather than the mere acquisition of facts is the goal of elementary education. Whether such control can be obtained without the assimilation of organized factual materials through the traditional subjects is another matter. Certainly, it would seem, mastery of organized human knowledge is in itself a most significant tool for opening up this modern world to the child. However that may be, "learning by doing," or if you prefer, "pupil activity" is of unquestioned educational value, and today the activities program has a place in the curriculum of most schools throughout the country. It is true that these activities are not limited to the physical, as some extremists would seem to advocate, but involve, as well, mental, moral and social learnings. Activity in the school does not mean merely hammering, sawing, modeling, drawing, sewing or other forms of manual endeavor. A child can be just as "active" in mental work as in efforts involving muscular skills. Again, many people believe that activity implies that the child does nothing except what he wishes to do. While such a program may be attempted in a few "child centered" schools, it is far from the rule in American educational procedure. In general, real activities are considered as a part of the course of study, and the work is related to the subject matter under discussion, so that activities supplement and motivate the classroom routine rather than supply that routine itself as a result of unrestrained pupil initiative and self-expression.

On the other hand, while not many teachers would advocate absolute freedom from control in pupil activity, nevertheless, few of those who insist upon proper guidance by the teacher would interpret that guidance to mean merely that the instructor sets the task and sees that it is carried out. If advocates of the activity movement have done nothing for the school but bring home the importance of child initiative and child interest as distinct from teacher initiative and adult interest, and to emphasize the place of self-expression and personality development in education, they have accomplished much. However, to insist upon the importance of self-expression is not to make self-expression the goal of education. We have no reason to believe that the child who has indulged continuously in activity which is self-initiated and self-directed will in after life for that reason be the most capable of solving his own problems and the ablest in "thinking through" a situation. Teacher guidance of pupil activity is absolutely necessary, but if the organized experience of mankind is to be translated through "activities" into vital personal experi-

ence, the instructor will bear in mind the fundamental principles of child interest and purposeful activity. This means that the teacher will take his own aims and objectives, and the materials which he places at the disposal of the child, as far as possible from the world in which the child actually lives at any given stage of his development. The instructor will not forget that the "child is to learn to live in his world by living in it." In the last analysis, it is the child that learns, the child that lives; the teacher only assists. While it may not be true that the child is born with definite interests and inherited tendencies, it is certainly untrue that he is a passive organism to be shaped by mechanical reactions to an environment selected arbitrarily by the teacher.

The activities program in American schools, to a great extent, has been restricted to the elementary grades. Properly conceived activities have a very real place in the high school curriculum. While it is true that activities have always formed some part of secondary education, they have not always been sufficiently emphasized but have too often been considered as merely incidental. Activities have been largely limited to special programs and displays, or used as an occasional means of stimulating interest or relieving the monotony of routine. If the unquestioned educational value of the activity is recognized for the elementary school it is only logical to hold that an activity program of a more advanced nature will have many beneficial results in secondary education. There is need for the creation of a high school activity program as a definite whole, a program which will embrace social, emotional, mental and physical development.

Today the importance of the social studies in preparing the student to live more adequately in the complicated world in which he finds himself, is unquestioned. Perhaps in no other part of the high school curriculum are pupil activities more significant. Within the somewhat narrow limits imposed by the school program itself, the average teacher is only too anxious to encourage individual activity as an excellent means of enabling the pupil to utilize his own environment to develop interests and skills which will be of use to him in later life. Properly guided student activities in the social studies will tend to equip the growing boy or girl to meet the problems of a rapidly changing social order. Particularly is this true in the study of history, where properly motivated individual and group activities will aid in relating otherwise dry and alien materials to the experience of the pupil. Such activities will also enable the teacher to utilize natural or already acquired interests and skills to further the work. Indeed, so crowded has the history period become, due to the ever expanding field of history, that it is only by individual

activity that certain of the all important cultural and social aspects of the subject may be brought in any sense into the life of the pupil.

In the high school the program of activities will not, of course, emphasize the more purely physical activities, but the physical will in large part be an expression of the mental conception on the part of the pupil. For instance, in the drawing of a graph or the construction of a chart the physical skill required will be subordinated to the meaningfulness of the relations expressed. The program in high school education should be varied, and should include many different types of activities. Among these may be mentioned: dramatizations, debates, discussions, floor talks, imaginary diaries, stories, letters, travels, maps, charts, graphs, lists, pictures, historical objects, booklets, newspapers, literary masterpieces, poems, songs, special reports, biographical sketches, imaginary conversations, speeches, and cartoons.

The following list of activities is merely suggestive of what may be done in a practical way in the high school course in American history. The list is designed to give due emphasis to the economic, social, and cultural as well as the political aspects of history.

ACTIVITIES IN AMERICAN HISTORY

1. Draw a map showing the main trade routes to the East in the fifteenth century.
2. Read the *Travels of Marco Polo*.
3. Special Report: Conditions and events in fifteenth century Europe as a background for the discovery of America.
4. Read the poem of Joaquin Miller, "Columbus."
5. Imagine you took the voyage with Drake. Tell the class where you went and what your experiences were.
6. Write an account of the visit of Henry Hudson to New York Bay and Hudson River, imagining that you are a member of the crew.
7. Construct a chart giving the most important (a) explorers, (b) the nation for which they claimed territory, (c) region explored in the New World.
8. Draw a map of North America, indicating territories claimed by European countries at the close of the sixteenth century.
9. Construct a chart showing for each colony: (a) founder, (b) causes for establishment of colony, (c) date of settlement, (d) location of first settlement, (e) country claiming colony.
10. If you were a Palatine German planning on going to the New World, where would you settle? Explain to the class why you are anxious to leave your home country.
11. List the important colonial literary men and their chief works. Read one of the works.
12. Debate: Was life in the southern colonies more desirable than in New England in the first half of the eighteenth century?
13. Be prepared to tell what schools were like in colonial times.
14. Read stories about Washington's early life.
15. What was the British point of view on the American Revolution? Explain to the class.
16. Read Franklin's *Autobiography*.
17. Read the Declaration of Independence. Dramatize its signing.
18. Make a collection of pictures of American leaders in the Revolution.
19. Draw pictures giving the evolution of the American flag.
20. Draw cartoons depicting the weaknesses of the Articles of Confederation.
21. Dramatization: A Session of the Constitutional Convention.
22. As a citizen of Rhode Island, write a letter to a newspaper giving reasons why Rhode Island should not ratify the Constitution.
23. As a merchant living in Boston, write a letter to the gentleman from Rhode Island telling why the Constitution should be ratified.
24. Draw a map showing the North West Territory.
25. Carry on a conversation between a pupil representing a farmer and a pupil representing a banker on the question of Hamilton's plan for the assumption of all state debts by the national government.
26. Give entries in a diary of a representative from Virginia on a journey to Philadelphia in the 1790's.
27. List the opposing ideas, point by point, of Hamilton and Jefferson.
28. Write a newspaper account of the reception given Citizen Genet on his arrival in Philadelphia.
29. Draw a cartoon of the Federalist conception of Thomas Jefferson in the presidential campaign of 1800.
30. Write an account of social life in Philadelphia or Charleston about 1800.
31. Draw a map showing the Louisiana Purchase.
32. Draw on a map the route of Lewis and Clark.
33. Give a floor talk on the significance of John Marshall.
34. Write an editorial on British impressment of American seamen.
35. Plan an imaginary voyage on a raft down the Ohio and Mississippi.
36. Make a report: Reasons for Jackson's opposi-

- tion to the Second Bank of the United States.
37. Describe a village of the Cherokee Indians.
 38. A pupil representing an Easterner who has just returned from a trip to the West relates his experiences and impressions (about 1830).
 39. Contrast life on a New England farm in 1840 with life today.
 40. Outline the history of the tariff to the Civil War.
 41. Imagine yourself a visitor in the gallery during the Webster-Hayne debate. What were your reactions?
 42. Imagine yourself a gold miner from California who has returned East. Relate your experiences.
 43. Give a biographical sketch of John Calhoun.
 44. Make a map showing the effect of the Compromise of 1850 on slavery.
 45. Stage a debate between an abolitionist and a slave-holder.
 46. Write an account of life on a Southern plantation before the Civil War.
 47. Prepare a criticism of *Uncle Tom's Cabin* from the standpoint of historical truth.
 48. Imagine that you are a member of John Brown's raid and relate your experiences.
 49. Draw a cartoon visualizing the Lincoln-Douglas Debate.
 50. Make a booklet of pictures of Abraham Lincoln.
 51. Describe a blockade runner into Charleston.
 52. What songs were sung by the Northern and Southern troops? Learn one of the songs.
 53. Find three poems written about the Civil War.
 54. Make a collection of pictures, letters, newspapers, diaries, etc. dealing with the Civil War.
 55. Write a brief sketch of the exploits of four military leaders of the North and four of the South. Evaluate their military ability.
 56. Make a chart contrasting: (a) Lincoln's plan of Reconstruction, (b) Johnson's plan, (c) Congressional plan.
 57. Give some of the provisions of the Black Codes of Mississippi.
 58. Write a character sketch of Thaddeus Stephens.
 59. Give a stump speech of Andrew Johnson replying to Congressional critics in the campaign of 1866.
 60. Prepare a letter written by one of Johnson's friends in the Senate who witnessed the impeachment proceedings.
 61. Dramatize a scene in the state legislature of one of the Southern states during the Reconstruction period.
 62. Draw cartoons showing the Southern feeling toward carpet-baggers and scalawags.
 63. Give a floor talk on the Ku Klux Klan.
 64. Make a map giving the order, with dates, of the return of the Southern States to the Union.
 65. Draw a cartoon showing American opinion on French intervention in Mexico.
 66. Investigate Senator Sumner's views on the *Alabama Claims*.
 67. Speech by a pupil acting the part of a Representative in Congress from one of the Western states on resumption of gold payments.
 68. Have a conversation between two pupils representing people planning to go West, telling why they are going and how they expect to get there.
 69. Describe life on a homestead.
 70. Prepare a booklet of pictures on "Developments in Transportation," from colonial times to the present.
 71. Prepare a booklet of pictures on "Inventions in Agriculture."
 72. Be prepared to explain how machinery changed the lives of people.
 73. Read Garland's *Son of the Middle Border*.
 74. Outline the development of Western and Southern opposition to the Republican administration in the '80's.
 75. Write a biographical sketch of President Cleveland.
 76. Outline the history of your state in the period 1865-1898.
 77. Read William Jennings Bryan's celebrated Cross of Gold Speech.
 78. Read about the growth of the Standard Oil Company and report to the class.
 79. Class discussion on the role of labor unions in American life.
 80. Make a bar graph giving the increase in mileage of railroads by decades.
 81. Outline the history of the tariff from the Civil War to the present.
 82. Make graphs on immigration from the Civil War to the present, selecting five nationalities.
 83. Make a graph showing (a) urban population, (b) rural population, 1790-1930.
 84. Debate: Resolved that the inventor, Thomas Edison, was of greater value to the country than Admiral Dewey.
 85. Draw cartoons showing anti-trust feeling.
 86. Outline the history of conservation of natural resources from about 1900 to the present.
 87. Locate on a map the national parks and forests.
 88. On a world map, indicate the possessions of the United States and give the dates of acquisition.
 89. It is often held that Theodore Roosevelt was one of our greatest Presidents. What is your opinion?
 90. Give five reform measures during the administration of Woodrow Wilson and evaluate each.

91. Have a local banker explain to the class the Federal Reserve System.
92. Imagine that you are discussing the question of woman suffrage in 1914. Have one half of the class uphold woman suffrage and the other half oppose it, using the arguments current in the period.
93. Investigate Bryan's ideas on neutrality.
94. Why did we enter the World War? Analyze the causes.
95. What arguments were advanced against our entrance into the World War by such men as La Follette?
96. Read newspapers on the entrance of the United States into the War.
97. Interview an older person on food and fuel conservation, Liberty loans, Red cross work, and civilian activities during the World War.
98. Make a collection of pictures illustrating some phases of American participation in the World War.
99. Read a "war novel" and analyze it from the viewpoint of war-time psychology.
100. Make a collection of letters, diaries, etc. of the World War.
101. Have a veteran of the World War address the class.
102. Write a diary of an American doughboy.
103. Draw copies of posters used in the United States during the War.
104. Describe Armistice Day in your town. Get information from older people and your local newspapers.
105. Explain why the United States did not join the League of Nations.
106. Have a radio program. Construct a card-board microphone. Students will act as news commentators and talk on present-day issues.

Fusion of Guidance Objectives and World History

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All education is guidance. This oft repeated statement is incontrovertible. But it is held that such generalization may destroy the valued specific functions of the whole guidance movement. Yet, if the problems which beset society are to be solved, it must be through a type of education set up to meet the emerging needs of youth. From the standpoint of actual operating efficiency, the traditional devotion of the secondary school to factual subject matter, without objective organization, cannot be condoned. The belief in formal discipline, in the training of the faculties, and superstitious faith in automatic transfer values must be replaced by a curriculum shaped around guidance objectives as means of adjustment.

Two immediate alternatives present themselves, the orientation of subject matter toward integrated functional objectives or the reorganization of the whole program of secondary education into new categories aimed directly at social needs. That the latter proposal is considered necessary is evident from the report of the Briggs Committee:

It is therefore the opinion of this committee that if the school curriculum is to become an effective agency for achieving appropriate

functions, the conventional subject organization must be abandoned in favor of the categories which are more fundamental to the tasks imposed upon the school by these functions.¹

This liberal proposal, in an institution as traditional as the secondary school, bears little probability of direct adoption. Rather is it probable that by introducing guidance objectives into the units of instruction, standardized school subjects will become less and less conventional in order that they may become more and more functional. The fault may lie not so much in the use of logical subject matter as a basis of organization as in the lack of adequate guidance techniques. Without the fusion of guidance objectives, no type of organization can hope to attain other than remote, unrelated outcomes.

From a review of the literature on the social objectives of education and the efficiency of the present-day secondary school in training for social needs, it becomes apparent that the transition of the traditional scholastic institution into a functional school will be one requiring much time, much experimentation, and much testing of results. A way

¹ Department of Secondary School Principals, *Issues of Secondary Education* (Bulletin 59, 1936), XX, 20.

toward the realization of the true guidance function of the school and toward the needed transition is provided in the results achieved in fusing guidance objectives with units of instruction.

The object of the present study is to investigate the effectiveness of fusing the objectives listed in Peters' "Blue Print of Vocational Efficiency"² into a course of study in world history. This list was adopted because it constitutes a comprehensive approach to the problems of group guidance. It has been summarized from the objectives for vocational and personal adjustment presented by 1500 educators. The course of study in world history, using Pahlow's *Man's Great Adventure*³ as an orientation text, and considering the adjustments made by peo-

phases of adjustment selected by Peters and his collaborators in the "Blue Print." On the basis of 360 cases, from which the experimental and control groups were selected, the test showed a coefficient of reliability by split-halves of .83 giving a standard error of estimate for the mean of thirty cases of $\pm .13$. By making the test largely a "best thing to do" instrument, provision was made for the testing of actual performance ideals which had been developed as the objectives were presented.

The Brewer and Lincoln test was used as a measure of acquired vocational information. At the same time, since the set of the pupil toward the subject serves in so great measure to determine the effectiveness of teaching, the Remmers' "Scale for

TABLE I
MEASUREMENT OF ADJUSTMENT OUTCOMES
"Best Thing to Do Test"

World History				World History				Vocational Civics			
Experimental Group				Control Group				Control Group			
	Initial	End	Gain	Initial	End	Gain	D.G.	Initial	End	Gain	D.G.
Means	76.26	80.16	3.90	76.10	77.20	1.10	2.80	76.40	76.06	-.34	4.24
$\frac{G_1 - G_2}{\sigma G_1 - G_2} =$				$\frac{2.80}{1.27} = 2.20$				$\frac{4.24}{1.36} = 3.11$			
Odds in favor of experimental group				70.9 to 1				1040 to 1			

ples through the ages, presents innumerable opportunities for the illustration of present-day problems of individual and group adaptation.

PROCEDURE

Out of 260 pupils in tenth grade world history, thirty-one matched pairs were secured. Pairs were matched simultaneously on intelligence quotients, previous scholastic records, sex, age, and initial status on two vocational tests, Brewer and Lincoln Vocational Information Test⁴ and a prepared test to measure desired adjustment outcomes. In a similar manner, a second control group was secured in ninth grade vocational civics for purposes of comparison.

To measure accurately the desired adjustment objectives, in addition to the vocational information, the second vocational test was devised. This test consists of 100 items, as does the Brewer and Lincoln Test. The items are grouped about sixteen

Measuring the Attitude Toward Any School Subject"⁵ was used to determine the presence and degree of change of this desirable factor in the world history groups.

All tests were administered both as initial and final tests. Experimental and control groups were matched very closely with any shifts balanced evenly between the groups.

The control group in world history and the control group in vocational civics were taught by the traditional methods of presenting these courses. However, in the experimental group in world history, serious motivation of the desired guidance outcomes was attempted. Each pupil was presented with an outline of the adjustment aims and held responsible for an understanding of their application.

At every opportunity afforded in the content, the blueprint objectives, which had contributed to the social and vocational adjustment of individuals and groups through the ages, were presented and discussed. The experiences of ancient and medieval peoples were used to illustrate the abilities, dispositions, and purposes needed by groups and individuals of the present to achieve vocational and social success.

² Charles C. Peters, *Foundations of Educational Sociology* (New York: The Macmillan Company, 1930), p. 137. This is one of five blue-prints published in this book, the others covering citizenship, domestic efficiency, etc.

³ Edwin W. Pahlow, *Man's Great Adventure* (Boston: Ginn and Company, 1932).

⁴ John M. Brewer and Mildred C. Lincoln, *Vocational Information Test* (Chicago: C. H. Stoelting Company, 1931).

⁵ H. Y. Remmers and Others, "Studies in Attitudes," *Studies in Higher Education*, XXVI, *Bulletin of Purdue University*, Vol. XXV, No. 4, December, 1934.

The objectives were incorporated into the lesson plans by itemizing in parallel columns: 1. Objectives, 2. Text content, 3. References, 4. Activities. Constant reference to the plan sheets insured the inclusion of the guidance objectives. However, the integrity of the course in world history was preserved until the start of the review period. Here, in the experimental group, there was direct teaching of the guidance objectives, going back through man's great adventures to locate points of emphasis and illustration.

The initial testing instruments were administered as final tests and the results computed.

RESULTS

On the test devised to measure directly the desired adjustment outcomes, results in both instances were in favor of the world history experimental group. Compared with the world history control group, there were odds of 70.9 to 1 that the true difference would favor the experimental group.

TABLE II
MEASUREMENT OF VOCATIONAL INFORMATION
Brewer and Lincoln Vocational Information Test

World History				World History				Vocational Civics			
Experimental Group				Control Group				Control Group			
	Initial	End	Gain	Initial	End	Gain	D.G.	Initial	End	Gain	D.G.
Means =	86.66	87.93	1.26	86.73	87.43	.70	.56	86.72	90.53	3.80	-2.53
$G_1 - G_2$.56				-2.53		
$\sigma G_1 - G_2$.91				.84		
Odds in favor of experimental group				2.6 to 1				1 to 752			

Compared with the vocational civics control group, there were odds of 1040 to 1 in favor of the experimental group in world history. It is apparent that, as a vehicle for carrying the direct adjustment objectives, the world history was superior to the vocational civics. The results, may be designated as highly significant.

A comparison of the two control groups showed a standard error ratio of 1.15 with odds of 7 to 1 in favor of the group in world history. Even without a desired fusion of adjustment objectives, as distinguished from vocational information, the history proved to be the better vehicle.

The result in the attainment of vocational information in the history sections was slightly in favor of the experimental group. However, the vocational civics section evidenced marked superiority of gain in knowledge about occupations. Here undoubtedly the greater opportunities in the civics group for the direct teaching of items of vocational information showed particular superiority, as shown in Table II.

Again, the experimental group in world history,

TABLE III
MEASUREMENT OF ATTITUDE
Remmers' Scale for Measuring Attitude toward Any School Subject

World History							
Experimental Group				Control Group			
	Initial	End	Gain	Initial	End	Gain	D.G.
Means	72.90	76.40	3.50	78.03	75.46	-2.57	6.07
$G_1 - G_2$		6.07					
$\sigma G_1 - G_2$		4.21					

Odds in favor of experimental group: 12.3 to 1.

in which the subject matter was used to emphasize functional objectives, evidenced a more desirable attitude toward the course of study. The result, though not beyond the limit of statistical reliability, is significant.

SUMMARY AND CONCLUSIONS

1. The fusion of the adjustment objectives, as measured by the "Best Thing to Do Test," showed highly significant teaching products in the experimental world history group, superior even to those secured with similar pupils in the vocational civics group.
2. Greater gain in the learning of vocational information was shown by the vocational civics control group due undoubtedly to the existence of a much larger opportunity for the direct teaching of these matters of factual job information.
3. The students in the experimental section, in which the functional guidance material was presented, showed a better attitude toward the course than did the control group in world history taught by the traditional chronological procedure.
4. The tendency to disparage blue prints of objectives on the charge that they produce a too static and regimented organization of proce-

ture and results is unjustified on the basis of experience. During the process of fusion with the subject matter and with the teaching and final application in the life situation, there is much breaking down of formal organization into ideas and ideals of social value. The mind retains what it will use, blending its learning with the pattern of experience.

5. The effectiveness of the incidental and direct phases, which fusion may take, is indicated.

Further investigation of the attainment of guidance objectives will be possible through a general liberalizing of curriculums to permit the complete and direct integration of subject matter and the functional objectives upon which social progress depends. This desirable goal of secondary education should be attainable by increased emphasis upon utilitarian functions and the specific objectives leading to their accomplishment.

VOCATIONAL OBJECTIVES

HOW TO BE SUCCESSFUL

From "Blue Print of General Vocational Objectives" by Dr. Charles C. Peters*

I. *Job Adjustment:*

1. Considerations:
 - a. Physique, endurance, sight, health.
 - b. Psychological adjustment.
 - c. Temperamental adjustment.
 - d. Social traits—cultural abilities.

II. *Efficiency:*

1. Keep materials in good condition.
2. Keep tools and place of work in good shape.
3. Plan your activities:
 - a. Make preliminary survey and systematic attack of your work.
 - b. Plan use of time.
 - c. Keep your tools and materials accessible.
 - d. Readjust your plans when necessary.
4. Initiative (alertness to find better methods):
 - a. Keep posted (reading).
 - b. Learn by experience and imitation.
 - c. Learn by inventiveness and experimentation.
 - d. Possess the functioning idea of efficiency.
5. Economy in time, energy, and materials:
 - a. Use a minimum amount of material.
 - b. Order the right amount of material.
 - c. Avoid waste of own time.
 - d. Avoid waste of others' time.
 - e. Do not injure surroundings (persons or property).
 - f. Work rapidly but not nervously.
 - g. Reduce fatigue to a minimum.
 - h. Do not dissipate.
 - i. Use good judgment in replacement of old material.

III. *Coöperation:*

1. Coöperate with employers:
 - a. Be loyal.

- b. Take criticism and try to improve.
- c. Help employer define his wishes:
 - (1) Make suggestions tactfully.
 - (2) Aid customers in making good selections.
- d. Do more than is expected.
- e. Anticipate employer's wishes.
- f. Study others' likes and dislikes.
- g. Report maladjustments.
- h. Do not grumble.
2. Coöperate with fellow-workers:
 - a. Protect health, safety, and comfort:
 - (1) Be considerate of rights and feelings.
 - (2) Show courtesy, kindness, sympathy.
 - (3) Avoid boasting or excessive talk.
 - (4) Avoid personal hostilities.
 - (5) Show optimism, enthusiasm, confidence, courage.
 - b. Give and receive technical aid:
 - (1) Share tools with others (reasonably).
 - (2) Aid others in difficulty.
 - (3) Be open to criticism from fellow-workers.
 - (4) Have independence.
 - c. Take part in activities of group:
 - (1) Participate in discussions.
 - (2) Show perspective in wage differences.
 - (3) Influence fellow-workers toward same procedures.
 - (4) Participate in conferences on the industry.
 - (5) Hold up social life and morals.
 - d. Influence fellow workers toward enthusiasm, coöperation and growth.
 - e. Accept responsibility.
 - f. Be fair in competition.

IV. *Thoroughness, Accuracy, Dependability:*

1. Get training in special skills.
2. Get training in underlying principles.

* Adapted, by permission of the author and publisher, from *Foundations of Educational Sociology* (New York: The Macmillan Company, 1930), pp. 137-143.

3. Work well whether watched or unwatched.
4. Be meticulously accurate.
5. Follow up and complete work.
6. Avoid shoddy work.

V. *Progress and Adaptability:*

1. Study the community needs.
2. Study the job.
3. Be critical of yourself.
4. Grasp new ideas.
5. Train yourself.
6. Cultivate openmindedness.
7. Have some secondary work to turn to if necessary.

VI. *Habits and Perspectives:*

1. Be punctual.
2. Be regular.
3. Discriminate between important and unimportant things.
4. Be neat (self and work).
5. Be patient.
6. Be cheerful and optimistic.

7. Be truthful, honest, cautious, and persistent.
8. Be able to work in the presence of distraction.
9. See work in proper perspective:
 - a. Express creative powers.
 - b. See work as social service.

VII. *Business Ability:*

1. Command an adequate salary.
2. Sell your services where there is the best pay.
3. Get as much education as possible:
 - a. Reading, writing, arithmetic (at least).
 - b. Business forms (at least).
4. Selling:
 - a. Be able to sell your personal services.
 - b. Find an employer.
 - c. Impress employer or customers.
 - d. Know and observe laws and rules.
5. Know your job:
 - a. Get specialized training.

BEST THING TO DO
VOCATIONAL TEST

Name _____ Home Room _____ Class Room _____ Score _____

TO THE STUDENT:

One of the purposes of education is to give you the information and the ideals of performance which will lead you to the occupation for which you are fitted and to assist you in making adjustment after the desirable occupation has been found.

This test is designed to measure your possession of this information and the desirable ideals of performance.

1. Certain words carry meaning in themselves concerning vocational information. Can you tell which of the four words is most like the first word? Place the number of the word in the space at the right:

Example:

deceit	1. decision	2. fraud	3. defeat	4. purpose	2
occupation	1. plan	2. work	3. method	4. busy	_____
efficiency	1. skill	2. rule	3. advice	4. use	_____
coöperation	1. service	2. joint action	3. pushing	4. charity	_____
reliability	1. performance	2. respect	3. trust	4. duty	_____
punctuality	1. fallacy	2. speed	3. regularity	4. time	_____
skill	1. proficiency	2. vigor	3. habit	4. custom	_____
advice	1. criticism	2. counsel	3. conduct	4. manner	_____
persistence	1. aversion	2. impulse	3. tenacity	4. pull	_____
initiative	1. enthusiasm	2. urge	3. hunch	4. originality	_____
accurate	1. precise	2. genuine	3. delicate	4. just	_____

2. Certain words carry meanings concerning the possession of ideals that make for success. Do with these words as you did with those above, placing the correct number at the right:

Example:

tolerance	1. indignation	2. discretion	3. indulgence	4. severity	3
courtesy	1. form	2. kindness	3. bowing	4. humility	_____
morale	1. leisure	2. moral	3. pride	4. despair	_____
adjustment	1. tightening	2. ability	3. advancing	4. adaptation	_____

- | | | | | | |
|--------------|--------------|--------------|------------------|---------------|-------|
| ambition | 1. fancy | 2. longing | 3. greed | 4. aspiration | _____ |
| optimism | 1. hope | 2. delusion | 3. credulity | 4. aphorism | _____ |
| dissipation | 1. luxury | 2. pleasure | 3. intemperance | 4. sobriety | _____ |
| service | 1. altruism | 2. attention | 3. efficiency | 4. church | _____ |
| leadership | 1. advice | 2. cunning | 3. direction | 4. agreement | _____ |
| citizenship | 1. diplomacy | 2. politics | 3. public spirit | 4. authority | _____ |
| intelligence | 1. honesty | 2. criticism | 3. egotism | 4. wisdom | _____ |
3. The vocationally efficient individual should be adapted to his job. Check on the right five of the following things which are the best things to consider in choosing your occupation:
1. Your physique. 1. _____
 2. Your ability. 2. _____
 3. Satisfying your friends. 3. _____
 4. Following your father's footsteps. 4. _____
 5. Your temperament. 5. _____
 6. Your social traits. 6. _____
 7. The attainment of fame. 7. _____
 8. Your cultural abilities. 8. _____
 9. Admiration for some person in the occupation. 9. _____
 10. Easy work and good pay at the start. 10. _____
4. The vocationally efficient person should be prepared in disposition and habits to use efficient methods. Check five of the following actions which contribute most to the efficient methods of work:
1. Keeping tools, books, etc., in good condition. 1. _____
 2. Having friends to talk with while working. 2. _____
 3. Orderly arrangement of tools and materials. 3. _____
 4. Ceasing work for frequent rest periods. 4. _____
 5. Planning in the use of time and material. 5. _____
 6. Being a square peg in a square hole. 6. _____
 7. Being alert to find better methods. 7. _____
 8. Hew to the line, let the chips fall where they may. 8. _____
 9. Saving time, energy, and materials. 9. _____
 10. Being a routine worker. 10. _____
5. A skilled worker at any occupation will possess the ability to plan. Check five things which are the best things to do in developing efficiency:
1. Vote for the right political party. 1. _____
 2. Work in a systematic manner. 2. _____
 3. Do not work for long hours. 3. _____
 4. Budget your time. 4. _____
 5. Seek frequent opportunities for relaxation on the job. 5. _____
 6. Keep tools and materials ready for use. 6. _____
 7. Heed the advice of spectators. 7. _____
 8. Readjust your plans according to circumstances. 8. _____
 9. Be able to look over a big task and attack it part by part. 9. _____
6. An efficient worker will be alert.
Check the five things which show a worker to possess this trait:
1. Keeping up the appearance of being busy. 1. _____
 2. Taking every opportunity to discuss matters with superiors. 2. _____
 3. "Reading up" on new methods applicable to the occupation. 3. _____
 4. Learning by experience. 4. _____
 5. Using your own initiative and inventiveness. 5. _____
 6. Trying to get ahead of fellow workers. 6. _____
 7. Seeking words of praise. 7. _____
 8. Having the ideal of service to others. 8. _____
 9. Learning by imitation of good workers. 9. _____
7. A vocationally efficient person should be able to cooperate well with others.
Which of the following things is the best thing to do in establishing and maintaining cooperation with your employer?

1. a. Loyal devotion to your employer's wishes. a. _____
b. Doing enough work to "get by." b. _____
2. a. Heeding suggestions and criticisms from your employer. a. _____
b. Making derogatory statements concerning the criticism. b. _____
3. a. Following one's own ideas. a. _____
b. Anticipating your employer's wishes. b. _____
4. a. Complaining to fellow-workers concerning poor conditions. a. _____
b. Reporting unsatisfactory conditions to your employer. b. _____
5. a. Considering the good of the business in adjusting pay. a. _____
b. Helping to promote hasty shop decisions. b. _____
8. In addition to coöperation with your employer, coöperation with fellow-workers is essential.
Which of the following is the best thing to do in this respect?
 1. a. Protecting their happiness, safety, and comfort. a. _____
b. Looking after one's own interests primarily. b. _____
 2. a. Admitting the mistakes one has made. a. _____
b. Talking about the successful things one has done. b. _____
 3. a. Being independent in one's thinking. a. _____
b. Following the thinking of fellow-workers. b. _____
 4. a. Having nothing to do with discussions concerning pay. a. _____
b. Participating in group discussions concerning pay. b. _____
 5. a. Being solitary and independent. a. _____
b. Entering into the social life of fellow-workers. b. _____
9. A vocationally efficient worker should be thorough, accurate, and dependable in his work.
Which of the following workers should possess these qualities in the highest degree?
Example:

1. cook	2. miner	3. tailor	4. nurse	4
1. stake driver	2. brush chopper	3. rod man	4. civil engineer	_____
1. pharmacist	2. soda clerk	3. drug clerk	4. salesman	_____
1. clerk	2. office boy	3. secretary	4. stenographer	_____
1. baker	2. freshman	3. junior	4. sophomore	_____
1. senior	2. barber	3. bookkeeper	4. brakeman	_____
10. Which of the following workers needs the highest training?
Example:

1. house painter	2. sign painter	3. artist	4. decorator	3
1. chemist	2. dietician	3. cook	4. waitress	_____
1. accountant	2. bookkeeper	3. clerk	4. errand boy	_____
1. chiropractor	2. physician	3. chiropodist	4. surgeon	_____
1. teacher	2. tailor	3. policeman	4. plumber	_____
1. draftsman	2. architect	3. bricklayer	4. carpenter	_____
11. A vocationally efficient person must know how to secure employment.
Check below the best five things to do in securing a position:
 1. Interview the employment manager every day. 1. _____
 2. Enter the office in a courteous manner. 2. _____
 3. Have good recommendations from former employers. 3. _____
 4. Explain how much you need a position. 4. _____
 5. Show original methods in calling attention to your ability. 5. _____
 6. A neat wholesome appearance. 6. _____
 7. Try to show that you have a good disposition. 7. _____
 8. Be well trained for the work. 8. _____
12. Check the worst five performances that would keep you from securing employment:
 1. Enter the employment office with your hat on. 1. _____
 2. Chew gum. 2. _____
 3. Have a slovenly carriage and manner. 3. _____
 4. Have a dirty unkempt appearance. 4. _____
 5. Call the employment manager on the telephone. 5. _____
 6. Have a bad record on your last job. 6. _____

7. Lack of enough training and education. 7. _____
 8. Not having enough "pull." 8. _____
 9. State that you expect to work only a short time. 9. _____
13. The vocationally efficient person should be progressive and adaptable.
 Which of the following workers needs most to study his community and adapt his work to its needs?
 Example:
- | | | | | |
|---------------|-----------------|-----------------|-----------------|-------|
| 1. buyer | 2. salesman | 3. clerk | 4. bookkeeper | 1 |
| 1. gardener | 2. teacher | 3. typist | 4. machinist | _____ |
| 1. musician | 2. office clerk | 3. advertiser | 4. chemist | _____ |
| 1. watchmaker | 2. cartoonist | 3. carpenter | 4. floor walker | _____ |
| 1. retailer | 2. bookkeeper | 3. stenographer | 4. astronomer | _____ |
| 1. printer | 2. reporter | 3. jeweler | 4. draftsman | _____ |
14. Which of the following workers needs most to keep up to date by studying his job with a view of using more effective methods?
 Example:
- | | | | | |
|---------------|---------------|----------------|-----------------|-------|
| 1. architect | 2. foreman | 3. carpenter | 4. laborer | 1 |
| 1. inventor | 2. tool maker | 3. machinist | 4. apprentice | _____ |
| 1. nurse | 2. orderly | 3. physician | 4. janitor | _____ |
| 1. office boy | 2. student | 3. farm hand | 4. delivery boy | _____ |
| 1. mechanic | 2. aviator | 3. air hostess | 4. operator | _____ |
| 1. tramp | 2. laborer | 3. artist | 4. musician | _____ |
15. One of the following is the best thing to do in assisting progress and adaptability.
 Check those practices which are the best things to do:
- | | |
|--|----------|
| 1. a. Being very critical of one's self. | a. _____ |
| b. Being very critical of others. | b. _____ |
| 2. a. Grasping and applying new ideas. | a. _____ |
| b. Sticking to the old ways that have always worked. | b. _____ |
| 3. a. Having definite ideas to which you always cling. | a. _____ |
| b. Being openminded. | b. _____ |
| 4. a. "Putting all your eggs in one basket." | a. _____ |
| b. Having something else to turn to if necessary. | b. _____ |
16. The vocationally efficient person should have the best habits and viewpoints which will serve to create efficiency.
 What are the best things to do in this respect?
- | | |
|---|----------|
| 1. a. Work when you feel like it, as long as you want. | a. _____ |
| b. Be punctual every day and work all day. | b. _____ |
| 2. a. Discriminate between important and unimportant things. | a. _____ |
| b. Give all details equal attention. | b. _____ |
| 3. a. Let people see how you feel when things do not go well. | a. _____ |
| b. Cultivate a patient, even temper. | b. _____ |
| 4. a. Have a definite time to clean up your work shop. | a. _____ |
| b. Keep the place where you work tidy at all times. | b. _____ |
17. An efficient worker will be disposed and able to economize time, energy, and materials.
 Check the five things which are the best things to do in creating economy:
- | | |
|--|-----------|
| 1. Order as much material as you can get. | 1. _____ |
| 2. Take frequent rest periods to rebuild your energy. | 2. _____ |
| 3. Be considerate of your surroundings. | 3. _____ |
| 4. Work as rapidly and as nervously as you can. | 4. _____ |
| 5. Seek forms of recreation which rebuild your energy. | 5. _____ |
| 6. Reduce fatigue to a minimum. | 6. _____ |
| 7. Use old material as much as possible. | 7. _____ |
| 8. Discuss all your affairs with fellow-workers. | 8. _____ |
| 9. Avoid distractions. | 9. _____ |
| 10. Work as long and as hard as you can. | 10. _____ |

The International Forum

Edited by
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Beginning with this issue of THE SOCIAL STUDIES, a series of articles will be presented dealing with a number of the different nations of the world. Each month there will appear in this department an article treating an outstanding country, prepared especially for this magazine by authorized representatives of that country. The progress, problems, and viewpoints of foreign nations, therefore, will be set forth for the purpose of bringing our readers into closer touch with other lands.

Among the countries to be presented in forthcoming

issues will be Canada, Peru, Mexico, Finland, Sweden, and others. It is planned to illustrate many of the articles with pictures provided by the writers of the articles and the countries they represent.

It is hoped that this new department will prove of much interest not only to teachers themselves, but also a valuable aid in classroom work. The editors feel that in view of world-wide conditions, the contributions made by this department will be worth while.

THE RISE OF A NEW ERA IN EGYPT

ANDRE CATTALU

Former Secretary, Egyptian Legation, Washington, D.C.

For the last fifty years Egypt has centered all its activities and concentrated the energy of its people on the improvement of agriculture. It is well known that the people of the Valley of the Nile have been essentially animated with a will for improving its cotton culture and a desire for a greater extent of productive land. Egyptian cotton has therefore acquired a world-wide recognition for its excellence, and the high prices obtained for the product have, without doubt, contributed greatly to the remarkable development of the country. It would be undoubtedly unfair to deny the importance of this source of wealth; yet a country cannot rely entirely on the prices of a product as variable as cotton and the system of monoculture had to be revised as soon as possible for a sound economy of the nation.

Egypt had been entirely dependent for years on the industry of other countries and its manufactured supplies were nearly always imported. A readjustment to modern necessities was vital and had to be undertaken by the wise rulers who led its destiny.

Thanks to the inspiration and patronage of His Majesty, King Fouad and his successor, King Faruk, the Egyptian government has been able to follow a methodical policy for the industrialization of Egypt, and it is most gratifying to note that between the years 1917, date of His Majesty's accession to the throne and 1927, date of the last Egyptian census the industrial population of the country increased 29.6 per cent. The list of industries contributing to this index

of progress already includes important items and the number is continuously increasing.

The industrialization of Egypt is not entirely a creation of today. Under the reign of the Great Mohammed Aly, founder of the present dynasty, a strong impulse had been given by the reigning monarch. The government workshops, cotton mills and factories had proved how efficient the Egyptian people could be when their activity was applied to industry. Unfortunately the brilliant start of Egyptian industry was smothered at its root and for nearly two generations industry disappeared almost entirely from the country.

It is quite interesting to observe that among the factors which contributed to the revival of industry in Egypt the World War has been one of the most important. During the World War, allied troops, both French and British, encamped on the canal banks with numerous refugees from Armenia. The Balkan states and Russia had increased the population of the country. This increase having to be provided for coincided with Germany's submarine war and the great difficulties encountered in the importation of goods from foreign lands. Requirements became far superior to the goods provided, and as easily conceived, private concerns realized the important profit they could make from manufacturing in the country the products once imported.

With the return of normal conditions those industries which had suddenly sprung through neces-

ILLUSTRATED SECTION

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THE ERA OF ANDREW JACKSON

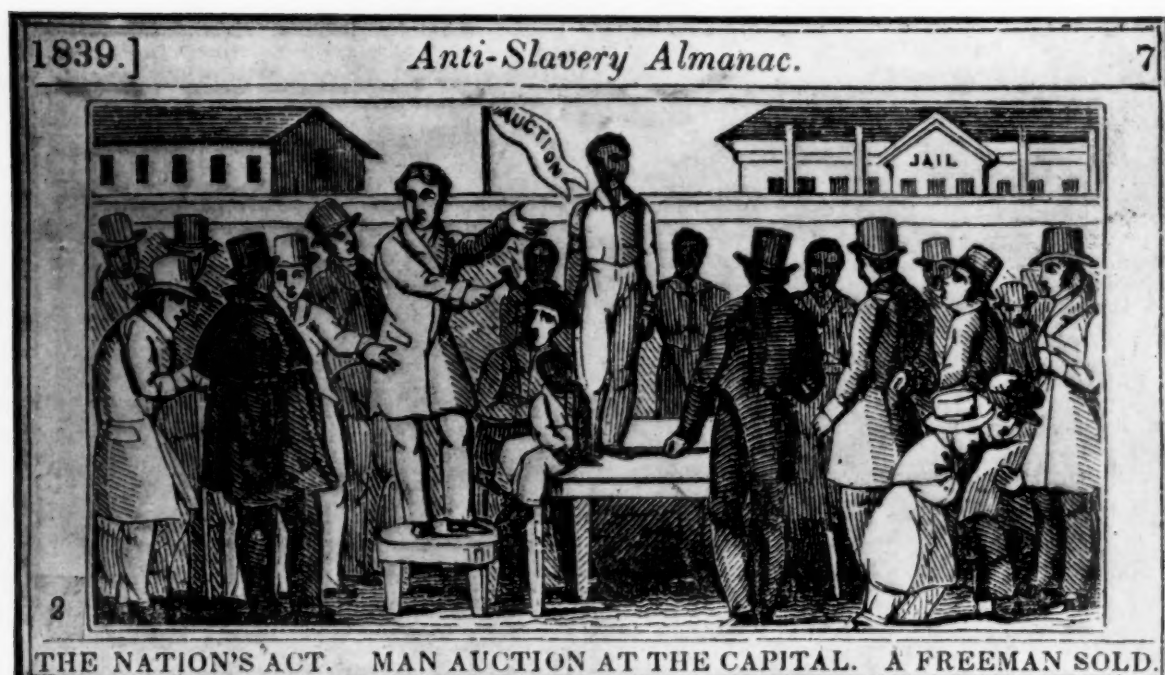


A contemporary cartoon of the 1830's, prepared by the enemies of Andrew Jackson, showing his arbitrary methods of government, trampling on the Constitution, and wielding the power of veto.

THE ERA OF ANDREW JACKSON



In 1835-1836 occurred the war for Texas independence. The Alamo, San Antonio, Texas, was the scene of a massacre of Texans by Mexicans (1836). The building is an excellent example of Spanish mission architecture.

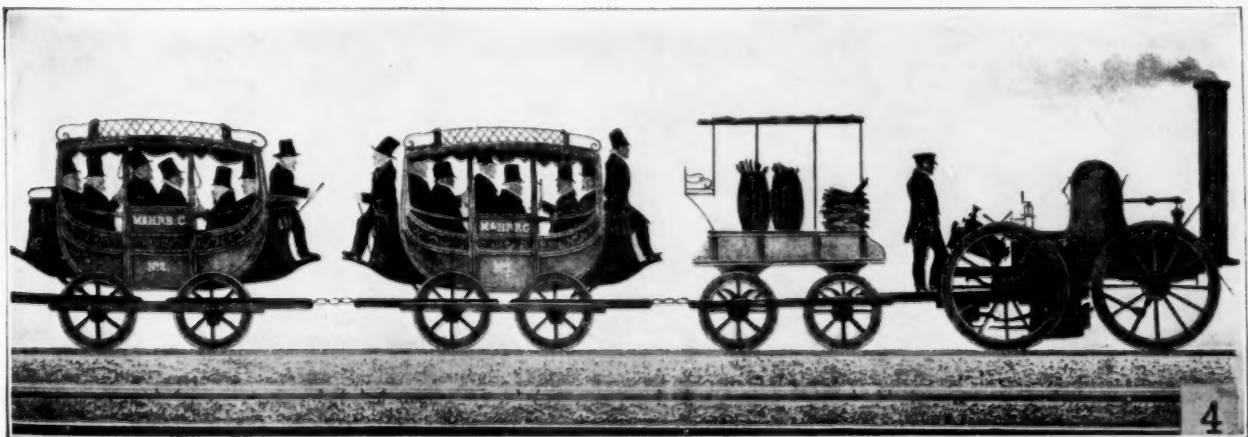


During the decade of the 1830's a new anti-slavery movement developed under the leadership of William Lloyd Garrison and others. The abolitionists flooded the country with their publications. Often their appeal was put forth in the form of an almanac, through which were scattered pictures, anti-slavery arguments, and the usual weather predictions.

THE ERA OF ANDREW JACKSON

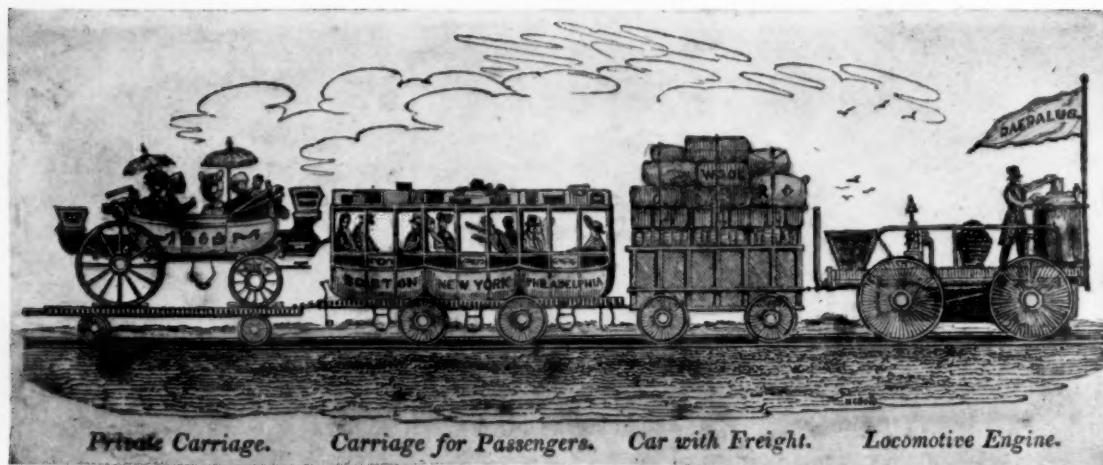


This imposing building housed the Second Bank of the United States in Philadelphia. Its solid walls, heavy pillars, and massive mahogany doors with brass knobs typified the great financial power of the institution, which Andrew Jackson claimed was a danger to American democracy. As a result of his refusal to approve a bill to continue its charter, the bank went out of existence in 1836. For years the building was used as a Custom House. Today it is preserved as a historical shrine.



The picture of a train which traveled on July 31, 1832, on the Mohawk and Hudson Railway, now part of the New York Central system. Note how the cars were similar to the stage coaches of that day.

THE ERA OF ANDREW JACKSON



A sketch of one of the early railroad trains in the United States, which ran during the administration of Andrew Jackson. Note the character of the locomotive, the different types of cars, and particularly the private carriage placed upon a flat-car.



A fashion plate, showing the latest ladies' fashions during the Jacksonian period. Then as now, Paris dictated the styles and fashions.

sity were maintained, and through the help of the government, have increased in number, being able actually to supply many articles needed on the local market. Among the most important of Egyptian industries, special mention must be made of petroleum refining and sugar refining.

Petroleum refining is carried on at the refinery of Suez, employing 900 workmen, treating for sale in Egypt and for export, 400,000 tons of crude oil, of which about 120,000 tons are imported and 280,000 tons produced at Hurghada on the Egyptian coast about 200 miles south from Suez. The plants are quite modern and one of the important features is the asphalt plant producing about 8000 tons for the manufacture of asphalt from Hurghada crude oil.

Sugar refining has been carried on for a long period of years in the country and has proved to be very successful. The Khedive Ismail had favored the establishment of refineries in several spots of Egypt. The production of sugar is now about 100,000 tons a year in factories employing over 20,000 workmen.

In recent years the Egyptian government established protective measures in order to stimulate the industry, and reports show that this policy has produced the desired results in favor of local consumption of native produced sugars.

Besides these two very important industries of Egypt an important impulse has been given to the weaving industries and the increase in manufactures specialized in manufacturing cotton and silk goods. The initiative of the Bank Misr, one of Egypt's leading financial institutions, is to be praised. In order to promote industry in the country the bank has established quite recently at Mehal la el Kobra, in the Delta, a new cotton spinning and weaving factory where the most up-to-date machinery has been installed. Under the same auspices, modern silk weaving factories have been opened at Damietta where skilled labor for this industry can easily be secured, silk weaving having been carried on successfully for a long time in this part of the country. Cotton wool is also manufactured and has made remarkable progress during the past years.

Allied to these industries is one very prosperous and typically Egyptian—the dyeing industry. The Egyptian textiles and silks have always had a world-wide reputation for the beauty of the colors and permanence of tones that enrich them. Nevertheless, the government always desirous of improving on the present methods and believing that new technic could help the local systems, has established model dye-houses to promote by example adoption of new processes. It is therefore hoped that in the near future a revival of the precious oriental colored stuffs so appreciated the world over will be produced once again in Egypt.

Next to these important industrial developments

must be put the recent development of soap manufactures. This industry received its impulse from the necessity created by the World War, for though the country always produced soap in small quantities, it is only since the war that large factories were established and have replaced on the local market a product largely imported, until recently, from France and Great Britain.

Another industry is the manufacture of cigarettes employing a large number of workmen. Although the tobacco is chiefly imported the blending and choice of qualities have for years acquired a reputation for Egyptian manufactured cigarettes and has built up a flourishing export trade.

The manufacture of cement is of comparatively modern growth in Egypt but it has shown a very satisfactory development. There is continuous demand for the product and the constituents for its production exist plentifully in the country. The manufacture of reinforced concrete pipes has progressed satisfactorily and will no doubt show further development.

Building materials are manufactured in different establishments of which the Sornaga factories are the best known. The output of these establishments includes not only bricks, but also tiles, enamelled sanitary ware, glazed tiles, and stoneware pipes. This factory, established in 1905, has progressed continuously, both in the variety and in the quantity of its output; it has revived one of the old industries of the country established first under the Abasside Khalifate.

Egypt being essentially an agricultural country, it has always been an important problem for the government to secure a valuable and inexpensive fertilizer for its cultured area. Among the industrial enterprises noteworthy to mention in this respect is the development of basic phosphate fertilizers known under the name of Ephos phosphate. An interesting experiment was carried out lately in New Zealand to determine the efficiency of the Egyptian basic phosphate. A plot of land dressed with various fertilizers showed an improvement of 85.8 per cent for the portion covered with Ephos fertilizer showing how superior it proves to be over other superphosphates ordinarily used.

While helping by all means the development of industry in the country, the government has not cast aside the improvement of the quality of its main product: cotton.

By a careful and methodical study of the best qualities of cotton in existence, the Royal Agricultural Society of Cairo created a new specimen known under the name of Maarad cotton. Maarad cotton is so far the longest and finest staple cotton which Egypt has produced. Silkier and finer than any other variety of cotton, this type has great advantages. It is produced at very least cost and the yield per acre is greater than any other variety produced.

If the modern machine age has made it a necessity for all well organized countries to develop their industrial possibilities, it must be kept in mind that one of Egypt's greatest sources of richness is its agriculture. It has always been the aim of the Egyptian government to increase, by every possible means, the cultivable area and irrigation has always played the most important part in the economical structure of the country.

During the World War public works had unfortunately been interrupted. As soon as His Majesty, King Fouad I, ascended the throne these works were steadily continued. This work is being continued under our present monarch.

The "Barrage of Nag Kamadi" in Upper Egypt, inaugurated in December, 1930, by His Majesty, King Fouad, extended the irrigated area to 600,000 feddans. Besides this barrage, other works such as the building of bridges, the opening of canals, have been decided, of which the principal ones are the Canal Fouadieh and the Canal Farukieh.

The heightening of the Assouan Dam is an important work whose completion will have an important effect on the area of productive lands. A reservoir at Djebel Aulia, south of Khartoum, will store two million and a half cubic metres. These works are only a part of an important project which will take at least thirty years to complete. By its realization

the late King Fouad and the present King Faruk will have enriched the heritage Egypt received from the past.

Connected with this program is the very important problem of the electrification of the country. The industrialization of Egypt has made it necessary to provide it with cheap and extended mechanical energy. The Nile offers the greatest reserve in potential power to be converted into mechanical energy and wealth; it is quite natural therefore that the idea of using these possibilities has come to the mind of the leading engineers of Egypt. The project has been carefully studied and it is quite probable that in the near future the use of the Nile barrages and dams will bring into life new industrial and electro-chemical enterprises including the manufacture of synthetic fertilizers.

During the next decade it is hoped that the millenary land of the Nile, essentially agricultural for centuries, will know a new era of industrial development. With electrical energy distributed to the most remote part of the Delta and Upper Nile the industrialization of Egypt will expand. Wealth will raise to a higher level the standard of living of the entire population and by this new gift of the Nile Egypt will lead the nations of the Near East as it led for centuries the civilized world of yesterday.

Teaching the Recognition of Propaganda in the Social Studies Classroom¹

BENJAMIN ROSENTHAL

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The world is immersed in propaganda, and every nation—especially the totalitarian states—has vast machinery for indoctrinating its own fundamental philosophy of government in the minds not only of its own people, but also those of the rest of the world. In a democratic society such as ours, the problem is complicated even more by the streams of propaganda that come from all sides.

Since the ultimate aim of educators in this country is to train our pupils for effective participation in a democratic society, we must do all that we can to help

the students to understand and to evaluate the forces and ideas shaping their lives. The citizen of today has not been given training and experience in using the sources of information available to him in such a way as to arrive at a realistic and basic concept of the issue at stake. His problem has been further complicated by the development of the agencies of communication and of transportation, and the increased use of propaganda psychologies by "experts" as well as by the extreme complication of the issues themselves. Because of the part that public opinion plays in our society and owing to the effect of pressure group activities upon public opinion, it is necessary that the developing mind learn to detect propaganda, to distinguish between constructive and destructive types of propaganda and to develop the ability to arrive at the kernel of truth behind the propagandas.

The very nature of government requires that the social studies teacher present the recognition of propa-

¹ Through curriculum committees, and frequent joint meetings in the High School of Music and Art, much progress has been made in correlating the work of the various departments. One of the most interesting discussions was held by the Social Studies and the English Departments. The general topic was the recognition of propaganda, and two reports were delivered on the subject—one on propaganda in the social studies classroom by Benjamin Rosenthal of the Social Studies Department; the second by Raymond Sayers of the English department. The first of the reports is printed here. [Ed.]

ganda elements. Since government is the vehicle or mechanism which translates public opinion into action, it is necessary to understand in the first of the social studies courses—civics—the forces which create public opinion. What is the nature of public opinion? Who creates public opinion? How is it controlled? Can it be checked? Can it be controlled? Is it transitory? Is it tangible? What are the forces or groups behind certain issues? A working acquaintance with public opinion and pressure group politics is one of the requisites of the social studies teacher. Furthermore, the teacher should keep currently informed on the new issues and of the new groups and alignments. If the teacher is well-informed in this "rather vague" field, then the children should be able to profit thereby.

One group of astute observers of the workings of propaganda—a field increasingly attracting the attention of scholars, frequently referred to as "the Chicago School" and including Harold D. Lasswell, E. Pendleton Herring, Edward B. Logan, Peter H. Odegard and numerous others—feels that the only way in which one can understand or study government is by means of the pressure groups functioning within the respective sphere of the government. It is evident that a thorough understanding of the lobbies, pressures, and molding forces, is required to understand the public opinion in a democracy, for it is these forces which create and exert propagandas. It is partly for that reason that the *Public Opinion Quarterly* was established and more recently—the Institute for Propaganda Analysis.

Definitions may be misleading or inexact and incomplete. It is unwise to define propaganda with any degree of finality; however definitions have been attempted, and a few of the more suggestive may be incorporated here. Will Irwin in *Propaganda and the News* states that "it has come to mean anything next to a damn lie." Sterling Fisher has expressed the thought that "it is trying to convince others of your point of view." We may accept the definition of Edward L. Bernays in the *Public Opinion Quarterly*, and also of the Institute for Propaganda Analysis, that "it is thought or action designed to modify thought or action of others." Guided by that definition, it should be the aim of the social studies teacher to teach the pupils to discriminate, to weigh all arguments in a controversy, and to be able to get at the kernel of truth in spite of the chaff of subterfuge, falsification and concealment.

The charge occasionally arises that teachers are indoctrinating; that they are propagandizing. Some go so far as to state that there is no difference between education and propaganda. It may be apropos, however, to cite William Bennett Munro's classic thought, that the difference between education and propaganda is—"When you're for the thing, it's education, when you're against it, it is propaganda."

One thought must be borne in mind throughout, and that is, propaganda arises where there is conflict. The two or more sides are both trying to put across their ideas.

The social studies teacher should present and clarify historical backgrounds, forces, ideas, aims, purposes and factors in our society that influence and mold public opinion. The English teacher should attempt to convey the meaning and definition of words or phrases which tend to convey meanings other than the intended ones.

A specific example of the teaching of the recognition of propaganda in social studies classes may be given in connection with the campaign for ratification of the proposed child labor amendment in the state of New York. Many elements of propaganda were employed by the forces for and against the ratification of the proposed amendment. Conflicting terminologies conveyed impressions other than the real one. The *New York Herald-Tribune*, which editorially opposed the ratification of the proposed amendment, carried its views into the news columns with captions such as "Youth Control Amendment"; while the *New York Post*, which favored ratification of the amendment, referred to the bill as "The Children's Amendment." Such written or verbal symbols are mainstays of the clever propaganda psychologist, who knows that most people are generally against such a heinous thing as imposing "child labor," but they will be even more opposed to "control of youth." The publicity, public relations, advertising man, and even educator know these symbols. Every type of technique is employed. The Institute for Propaganda Analysis named some of the tricks employed by the clever propagandist to produce a reaction in the public most favorable to him. Among the tricks named by the Institute are: "name calling, glittering generalities, testimonials, plain folks' talk, stacking the cards, and the band-wagon device." *The Guild Reporter* adds "reverse English," exemplified in a news-lead such as "200,000 marched in May Day parades yesterday; there was no violence."

J. E. Hulett, Jr., made an interesting and comprehensive study of the propaganda for and against the ratification of the Child Labor Amendment.² He selected specimen verbal symbols which were arranged and used according to the "expected feeling tone" of the group or area for which it was intended. The symbols arranged by Dr. Hulett as positive or negative follow:

FOR RATIFICATION

Positive Symbols

The children's amendment

Negative Symbols

Exploitation of youth
Curse of poverty

² J. E. Hulett, Jr. "Propaganda For and Against Ratification of the Child Labor Amendment; Classified According to Expected Feeling Tone" *Public Opinion Quarterly* (January, 1938), p. 114.

Positive Symbols

Humane and wise laws
Great stride along the
road to social welfare
Physically and mentally
improved future gen-
eration
Deterrent to crime
Drawn up in America by
American citizens
Non-partisan question
Decent intelligent citi-
zens
Widespread popular de-
mand
Distinguished constitu-
tional lawyers
Let the children stay in
school
Success of federal control
Stand here in this historic
hall
Take my stand with my
kinsman
Front of the fight for hu-
man rights

Negative Symbols

Children in servitude
Baby shirt-workers
Insidious attempt
Flood of propaganda
Tool of certain textile in-
terests
Manufactures and their
lobbyists
"Cheap" children
Wistful look
Gross exploitation
Permanently cheated per-
son
Let the children pay the
price
Sweatshops
Obviously well-financed
campaign
Horde of sweated little
slaves
Hidden motives
Ravages of industry
Exploitation by strangers

officeholders
Nationalized children's
colonies
Compulsory registration
of pregnancy
Defy their parents

Few hysterical agitators
Unnecessary "sob-stuff"
So intimate a matter as
child labor
Self-constituted foster-
fathering

Propaganda is not confined to the verbal symbol alone, but to cartoons, illustrations, leaflets, pamphlets, the movies, stage and especially the radio. Movie censorship kept "It Can't Happen Here" off the screen, and even comic strips are being criticized for subtly disguising propaganda as entertainment.

In addition, the radio personality of the speaker has a pronounced effect in awakening any emotionalism which is intended. Father Coughlin's followers listen with an emotional zeal to his speeches and many obey his instructions under his spell. It has been said that the radio voice of President Franklin D. Roosevelt has helped build up the vast popularity he enjoys.

It is the consensus of the Social Studies and English Departments that the newspaper is one of the best mediums for teaching the detection of propaganda, and the unprejudiced outlook. At the High School of Music and Art, in the first of the social studies courses—civics—pupils are given instruction during the first few weeks of the term in the basic concepts of government. They learn about the part that propaganda plays. They are taught to be discriminating. They learn, *at their levels of intelligence*, about lobbies and pressure groups. Progressive development is continued in that direction in subsequent semesters. One of the basic plans followed in the civics classes, was devised, used, and tested by the writer and Miss Ethel Greenfield and other members of the Social Studies Department. The plan is as follows:

PLAN ON RECOGNITION OF PROPAGANDAS

NOTE: The aims of this plan which is a part of the introductory unit on "Government in a Democracy" are far wider in their implications than any planned series of lessons can indicate. The program to be followed, in order to yield the best results in terms of pupil interest and pupil activity, must be extremely flexible. Its success will depend on the quality, quantity, and variety of material contributed in answer to a minimum of specific questions proposed by the teacher and as many more as may be added by the class.

AIM: To create in the students an active awareness that freedom of speech and of the press (and the other civil liberties) are the vital concerns of every citizen.

To understand the basic concepts and reasons

AGAINST RATIFICATION

Parental love
Fundamental law
Captains of industry
Principle of local self-
government
Venerable document
Enlightened moral and
Christian conscience
Disinterested super-
power
American liberty
Sacredness of the Ameri-
can home
Self-made men
Dignity of labor
Jewels of the home
Eternal truth
Civil liberty for the in-
dividual
Right to regulate the lives
of your children
Habits of industry
Civilization of the Anglo-
Saxon race
Mothers of the country
Liberty-loving people
Healthy and improving
occupations of youth
Inquisition of a horde of

Take them out of their
homes
Came straight from Rus-
sia
Incursions by the federal
government
Interference in private
life
Tinkering with the con-
stitution
Prefects sent from Wash-
ington
Patchwork of praise-
worthy humanitarian
prohibition
Drastic and destructive of
human liberty
Edict by absolute despot
If the facts were fully
known
Religious and moral up-
lifters
Subversion of the
grounds of security of
this nation and its
genius
Socialistic exploitation
Unadulterated Bolshe-
vism

for propaganda in the movies and the radio. To develop an understanding and recognition of propaganda in the news.

To encourage familiarity with the metropolitan press.

To develop an understanding of the importance of the rôle of public opinion in the operation of our government, and the implications which it may have for democracy.

PROCEDURE: One or more exploratory lessons to discover the extent of the pupils' background. A series of suggestive questions follows:

Why do we read newspapers? (Tabulate the reasons on the board.)

What newspaper do you read most regularly? Why?

What should be the true function of a newspaper?

Do you believe everything you read? Why (or why not)?

(Encourage the citing of actual examples of reliability or the opposite.)

What is meant by freedom of the press? Why is it particularly important for us in a democracy to have an uncontrolled press?

Is the press ever completely free?

Does censorship exist—even in the United States?

What is a pressure group, lobbying? (Give examples.) (To be amplified under—"Making the Laws.")

ASSIGNMENT: (To be answered over a period of at least three days.)

Lesson 1. Choose a newspaper with which you are familiar, or with which you would like to become familiar, and read it carefully for not less than three days. At the end of that time, be prepared to prove with clippings or quotations your answer to the following questions:

Does it favor any one political party?

Is it liberal, radical, conservative?

Which one, if any? (Terms already discussed and reviewed in this special context.)

Who is the publisher, the editor? What significance can this have? Get any additional information about them you can.

What are the special features of the newspaper? Who are its feature writers? Do you know anything about them?

Does it seem to be directing its appeal towards any economic group? (Note particularly the advertisements, the language, material, choice of topics for editorials.)

Lesson 2. Pupils may be asked to bring in their newspaper. As free a choice as possible is to be

recommended with teacher guidance only where it becomes necessary to assign children to special newspapers so that coverage may be obtained. Encourage discussion at home. It is recommended that the teacher choose a newspaper, like *The New York Times*, to discuss with the class, during a full period, explaining the make-up of the paper, and various other features

Lesson 3. The class is divided into discussion groups. In a room with movable chairs the groups scatter around the room. Each one is made up of students studying the same newspaper and chooses a chairman who acts as leader of the discussion and a secretary who keeps notes and collects the material gathered by the members. On the board for the guidance of the groups and the chairmen are a series of additional questions to supplement the homework assignment, as, for example:

Can you find examples of editorial opinion in the news columns?

Is the primary appeal to the intelligence or to the emotions?

Are the articles clearly written?

Does this paper fulfill your ideas of what a newspaper should do?

Would you choose this newspaper to read daily?

Why or why not?

Do you think that the press is the most powerful agency in the creating of public opinion, more powerful than the school, the radio, the movies?

Do you believe that newspapers should be permitted to criticize the government?

It is said by some publishers that the existence of labor unions among newspaper employees is a danger to freedom of the press. Do you agree with those publishers?

Do you believe that newspaper advertising interferes with freedom of the press?

Do you believe in any restrictions as to what may be said over the radio?

This discussion may take more than one day. It has been found to engender the greatest degree of sincere effort and interest where there is the least teacher interference. The teacher's job becomes one of moving from group to group and guiding and clearing up problems. When the discussions are completed, each group through a speaker or speakers, presents the findings of his group with clippings from the newspaper to prove it. Questions from the floor are invited and any member of the groups involved are expected to defend their findings.

It has been found that this discussion leads directly into a consideration of public opinion and how

democracies respond to it. It leads to a vivid realization of the need for critical-mindedness and inspires the brighter student to do a great deal of original work. There are obvious advantages for the weaker student as well since everyone is more at ease in the smaller groups and can make a contribution of some value. In the course of one such discussion the following tangible evidences of propaganda were detected by the students:

1. Spanish news: The use of the terms "Reds," "Loyalists," "Communists," "Rebels," "Nationalists," "Government forces" were found to be used in line with a consistent policy in several newspapers.
2. Political news: Republican bias easily detected in the treatment of New Deal issues:
 - (a) omissions
 - (b) overemphasis
 - (c) misleading headlines
 - (d) use of special articles by well-known senators, etc.
3. Cartoons: (a) Little Lefty in the *Daily Worker*, a regular feature.
(b) Political cartoons on the editorial page.
4. Feature writers: showed special bias.
5. Examples of editorial opinion printed as news.
6. Sensationalism:
 - (a) placing on the page
 - (b) headline
 - (c) space
 - (d) language
 - (e) pictures
7. Suggested radio programs: Feature radio programs for the evening.

The discussion was closed after the teacher had momentarily startled the class by asking, "How would you go about proving whether or not I'm telling the truth?" The answers were a gratifying tribute to a lesson well-assimilated.

Just as the newspaper has removed space difficulties

between man and events, so is the radio attempting to remove time difficulties. The radio comes in for quite a bit of attention. To enable use of this medium in the classroom at a time other than the regular broadcasting periods, engineers of the large broadcasting companies—particularly the Radio Corporation of America, the National Broadcasting System and the Committee on Scientific Aids—are at the present time experimenting with the use of records to be played on a victrola or recording disc. This idea is by no means new. It has been employed in music and in language study, but its commercial utilization on a large scale is still a problem for future study. It is too expensive at the present time. However, it is possible that in the future the record will serve as a supplementary aid in the teaching processes. It can serve to show the emotionalism created by the spoken word, and can be supplemented by the written word to remove the emotional stress.

A mechanical contrivance can never take the place of the effective personality of the good teacher, but the teacher could effectively supplement instructional techniques with the scientific aids which some day may be placed at his disposal in a more accessible manner. And since the pupil is taught the recognition of symbols by means of the visual senses, the record in the future will probably be utilized in the teaching of the auditory symbols with very little room for conflict, because the words and the intonations, could be and would be reproduced for the students.

A discriminating, scrutinizing attitude can be developed in pupils by their utilization of the auditory aids and devices which are employed in the learning process. They can learn to detect various types of propaganda, and to attempt to get to a complete analysis of a problem. They should be able at various stages in their development to detect and to distinguish between the harmful and the beneficial types of propaganda and to arrive at the truth buried under verbiage, appeals to the emotions, distortion, emphasis and all the devices that make the search for truth difficult—but nevertheless necessary.

News and Comment

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AMERICA, HOPE, AND DEMOCRACY

Did the World War, like the Huns, launch a series of invasions by totalitarian ideas that will shatter democracy as the German barbarians once shattered the Roman Empire? Today, in place of unquestioned faith in the permanence of democracy, there is a

ceaseless inspection and study of its defenses against enemies. But where are those defenses? No physical frontier can bar ideas, now the first step in modern attack. The propaganda of modern radio and press has destroyed physical distances and converted military assault into merely the last step in a program of

conquest. Resort to the military arm may even be unnecessary, if boring from within breaks down mental defenses and enables sympathetic minority groups to achieve victory by a coup against the majority.

Exposed to such attacks, Europeans who see the hope of the world in democracy and not in totalitarianism, look to America as democracy's savior. Such is the hope of Harold J. Laski. After spending the larger part of this year in our midst, he returned to the fatigues and strains of Europe convinced that in America "humanity is on the march." That encouraging note was dominant in his impressions as he recorded them in "America Revisited" (*The New Republic* for July 12 and 19). In the march of time America is sloughing off old hankerings, viewpoints, institutions, and dogmas, while our economic nobility remains as blind to this fact as the French nobility were in 1789. But like France, America may free itself and "come to count spiritually in the twentieth century as it counted in the last generation of the eighteenth. It may become the inspiration of the oppressed and the disinherited all over the world. What people could ask for a nobler destiny?" The New Deal gives substance to this hope.

These observations by Mr. Laski coincide with those by others who see the hope for John Citizen in a new deal by the democratic process. George Soule, W. Jett Lauck, and R. G. Tugwell outlined ways to implement a new deal, in a series of articles entitled, "After the New Deal" (*The New Republic*, May 17, 24, June 7, July 5, 26). Louis H. Bean, Thurman Arnold, and other New Dealers proffered suggestions on the same theme in a series in *Common Sense*, beginning with the June issue ("New Dealers Think Out Loud").

André Siegfried, frequent visitor to our shores, shares Mr. Laski's faith in democracy. Few commentators upon the modern scene have received more respectful attention than this distinguished professor of the Collège de France. Pertinent and striking was his analysis of "The French Democratic Tradition," in the July number of *Foreign Affairs* magazine. Especially valuable was his comparison and contrast of the principles of French democracy with those of British and American. Despite differences, he concluded that French democracy was kin to American rather than to British.

Another man of democratic faith is Walter Woodburn Hyde, whose description of "The Origin of Liberty" appeared in the June issue of *The Scientific Monthly*. Out of his rich scholarship Professor Hyde gave an illuminating review of what at first looked like an old story. He sketched the principal elements of our American liberties against their background of early civilization. His summary of the achievements of the ancient East, mindful of the newer as well as

the older fruits of archeological discovery, was enlightening. The structure of Greek liberty, however, was his chief concern. He told what Greek liberty meant and what it did not mean, what the conditions were which surrounded its rise and growth, and what part in the evolution of our concepts of liberty was played by the great thinkers of the fifth and fourth centuries, B.C.

But democracy's weaknesses held the attention of many other students. In studying "When Democratic Virtues Disintegrate" (the summer issue of *The Yale Review*), Professor Carl Becker intimated that democratic principles may not be tough enough to survive a hostile social climate. Was not that true in fourth-century Athens? Is it true now? It is possible, he indicated, that our long habit of representative government, extending now over three centuries, may have become so ingrained that our democratic institutions may outlast the disintegration of democratic virtues which is accompanying the crises which we face in the world today. But Professor Becker's question whether democracy is only a fair weather social order is startling.

Although viewing it from a narrower angle, Roy Helton was not less fearful for democracy, in his discussion of "Debt Threatens Democracy," in *Harp-er's Magazine* for June. Like a private industry overtaken by failure because its burden of debt mounted while its business growth slowed up, the nations of the world are approaching bankruptcy. In population, in markets, in available resources, in industrial expansion, and in other ways, signs point to the end of an era of rapid economic growth and expanding wealth. Economic expansion in the twentieth century will not match that of the nineteenth. At the same time national debts are showing no sign of diminishing in proportion. On the contrary, they increase. The modern demands upon government for pensions, armaments, education, and for innumerable other activities are exceeding the ability of the present economic structure to meet the costs. Our railroads present an object lesson. Their period of expansion ended while their debt structure continued to grow, until repudiation, bankruptcy, extreme government regulation, and public ownership became possible if not actual consequences. The fruit of excessive debt is subjection, whether in business or in government.

When a nation's debt grows faster than its industries, there is every inducement to increase taxes in order to close up the gap between outgo and income. But the people will not voluntarily tax themselves to meet the rapidly mounting costs of government. The political party that will lay such a burden of taxation on the people of a democracy will lose power. "In that fact lies the one serious flaw in the armor of democracy." A large increase in the general

taxes can be exacted only by some kind of dictatorship. Such is the example of ancient Rome, and such is the example of modern Italy and Germany.

Mr. Helton did not show how the rate of growth of national debt could be held down to the rate of growth of industry and wealth, or how the people could be persuaded to tax themselves sufficiently, or how the economic yield could be increased proportionately. Further light on the costs and social consequences of our business growth was shed by an article in the same issue of *Harper's Magazine* by Carl Dreher, called "What Business Kills."

SPOTLIGHT ON THE NATION

Since the World War the number of national surveys made by non-governmental agencies has grown until surveys have become a unique phenomenon in social history. By their light all manner of conditions affecting the state of the nation are being revealed. Have we been taking surveys, whose history scarcely antedates our generation, too much as a matter of course?

More than a score of surveys have been made and reported by *Fortune* magazine alone. In the June issue the results of its twenty-second survey were presented. What do the American people expect of their government? With great unanimity the American people want the national government to provide adequately for the common defense and to provide postal services. They are no less unanimous in not wanting the government to nationalize churches or children. Large majorities want the government to provide subsistence and jobs for the needy, but they are opposed to governmental operation of all educational institutions and to governmental operation or supervision of the press. They oppose military conscription and the confiscation of wealth for the general good. Many opposed and many favored public regulation of utility rates, of radio and movies, and the compulsory settlement of capital-labor disputes.

It is evident that those things long done by the national government are held to belong in its province, those things done partly or locally by government are not overwhelmingly denied to the national government, and those things which the Constitution has left to the individual or to non-political control, are denied to government. In the realm of the debatable are those things which changing conditions are forcing upon public notice, because laissez-faire has proven inadequate in handling them or because a public conscience is developing about them, as it did about the criminal, the insane, and slavery, about a century ago.

Another *Fortune* survey, on "The Press and the People," appeared in the August number. In a country such as ours and in this day and age it is startling to learn that only a little more than three-fifths of the nation (63.8%) consult newspapers to find out

what is going on in the world. A quarter of the population rely on the radio. All other sources—friends and neighbors, magazines, and the like—supply the remaining tenth with news of affairs.

The survey indicated that the people do not trust the newspapers to tell all the truth, without bias. Many had more faith in radio commentators. Thirteen questions about the press were reported in this poll, the answers being classified according to the economic status of the people and according to geographical regions.

That "News Is Suppressed" was the contention of George Seldes in *The New Republic* for August 2. News that would interest the general public and the average consumer is likely to be suppressed if inimical to the larger retailers or to the publishers of the newspapers. Mr. Seldes quoted chapter and verse. He did not contend that our press is less free than that of other countries, but merely that there are voices which can speak more loudly in the editor's sanctum than the voice of news.

"PROVIDE FOR THE COMMON DEFENSE"

In these days of radio propaganda, air raids, wide travel and world trade, where are the nation's frontiers? In "America Prepares—for What?" this question was important. Writing in the summer number of the *North American Review*, David H. Popper of the Foreign Policy Association scanned the basic issues in our defense policy. Like Major Elliot, whose views have been summarized from time to time in this department, Mr. Popper held that continental United States needs no great military establishment. But if the defense line is extended from Panama through Hawaii to Alaska, then the necessary armament must also be expanded. The expansion is greatly increased if the defense line must include the Philippines.

Moreover, as a creditor and exporting nation, we have obligations to our citizens and their property abroad, including the maintenance of open channels of necessary maritime trade and communications. The likelihood that the Monroe Doctrine may be challenged does not lessen the feeling that a large arms program is necessary, especially for naval and air forces and overseas military bases. Essential to such a program for the United States is a large merchant marine, which has been expanding rapidly. The land forces themselves are being mechanized and motorized on a scale never before known in this country. Almost every newsreel of army manoeuvres shows it. Apparently, in modern times, adequate defense is inseparable from offense.

Questions of offense and defense were widely discussed in the summer magazines. Willson Woodside, in the leading article of July *Harper's Magazine*, argued that "Germany Would Lose" in another major war. Only failure would crown a *Blitzkrieg*

against a powerful foe, for an enemy cannot be crushed in a twinkling, as the war in Spain demonstrated. In the July and August issues of the *Atlantic Monthly*, under the titles "The Next War" and "The Next Peace," Graham Hutton gave his reasons for fearing that another world war would mark the downfall of democracy and the ascendancy of totalitarianism. Similar speculations were presented in *Current History*, *Events*, *The Living Age*, *Forum*, *Common Sense*, *The Nation*, *The New Republic*, *Foreign Policy Reports*, and other periodicals of the last few months. But the views of Mr. Woodside and Mr. Hutton were representative, on the whole, of those of thoughtful people.

ON SOCIAL PROBLEMS

The National Youth Administration, Washington, D.C., is now preparing for free distribution a series of pamphlets which present reliable, non-technical information on social problems of general interest. David Cushman Coyle, who is writing the series, has already completed several pamphlets, the first two being *Depression Pioneers* and *Rural Youth*.

George V. Denny, Jr., has become nationally prominent as the founder and moderator of the famous radio forum, "America's Town Meeting of the Air." In June, he carried some of the features of that program over into a new department in *Current History* magazine, called "What's Your Opinion?" In times of stress, such as ours, informed opinion is essential, particularly in a democracy; and in this department of Mr. Denny's there will be assembled each month the views of leading men and women, including readers of *Current History*. In June, Mr. Denny presented the question, "Can Business and Government Cooperate Now?" After describing the widening breach between government and business since 1933, he quoted the views of leading columnists on the question. This discussion itself formed the background for the question of the July issue, "Can Democracy Put Men Back to Work?" In totalitarian countries this problem seems to have been solved. Who shall say how happily? But in this country, labor leaders, business heads, reformers, publicists, and others gave conflicting answers to the question, although few said, "No," categorically. This new department in *Current History* holds high promise for students of problems of democracy.

AMERICAN EDUCATION WEEK, 1939

American Education Week, this year, begins on Sunday, November 5 and ends on Saturday, November 11. Its general theme is, "Education for the American Way of Life." The program for the week was inspired by *The Purposes of Education in American Democracy*, a report of the Educational Policies Commission. The official national sponsors this year

are the National Education Association, the American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

Following the practice of last year, field committees under the direction of the National Education Association are preparing folders, leaflets, posters, and the like, for each of the school levels from kindergarten to high school. These materials can be secured from the Association, 1201 Sixteenth Street, Washington, D.C.

Beginning with Sunday, November 5, the seven daily topics of the theme, "Education for the American Way of Life," are:

1. The Place of Religion in Our Democracy
2. Education for Self-Realization
3. Education for Human Relationships
4. Education for Economic Efficiency
5. Education for Civic Responsibility
6. Cultivating the Love of Learning
7. Education for Freedom

THE EMPIRE OF KING GEORGE

Some magical quality infuses the British Empire which, as its legal bonds become more tenuous, holds together in a seemingly firmer union. To a keen-visioned native son, Stephen Leacock, the occasion of the royal visit to Canada revealed the depth of the sentimental attachment of Englishmen to Britain.

In "Canada and the Monarchy," the leading article of the June *Atlantic Monthly*, Mr. Leacock described the paradoxes of British unity that grows stronger as the legal structure of the empire itself becomes less substantial. Not even one who is British-born can adequately explain why the commonwealths, legally sovereign, feel bound so tightly to the empire. Much of the explanation, Mr. Leacock believes, lies in the person of the monarch. He reigns, but the less he rules the more greatly he symbolizes the unity of all Englishmen, wherever they may be. "The worn-out fetters of authority are broken and thrown away, but the golden links of a voluntary union of hearts hold tighter." Englishmen are no longer merely loyal. They "just 'belong.'"

This charming essay by a great Canadian and Englishman has a moral for all lovers of democracy, as suggested by the brief passage quoted. High school youth will gain much from reading Mr. Leacock's expression of appreciation, affection, and pride in his citizenship in a great, free, society.

A MISCELLANY

In the issues of *School and Society* for July 15, 22, and 29, Samuel P. Abelow summarized "Current Educational Practices" as described in the recent annual reports of twelve city-school superintendents from all parts of the nation.

In the July 1 issue of the same periodical, Dr. J.

Cayce Morrison, Assistant Commissioner for Research, New York State Education Department, reviewed recent "Trends in Social Studies." His observations were based largely upon the Report for New York State recently made by the Commission on the Social Studies. Dr. Morrison's analysis of trends and comment upon the importance of teaching for and training in democracy are timely.

W. Carson Ryan, Jr., President of the Progressive Education Association, has announced that the Association has taken over *The Social Frontier* and will publish it, beginning with the first fall issue. This means a merger of the Progressive Education Association, The John Dewey Society for the Study of Education and Culture, and *The Social Frontier*. The periodical, which may appear under a new name, will be under the editorship of William H. Kilpatrick.

The President's Press Conference, in so many ways, exemplifies the democracy of the United States, especially as that conference has developed under Franklin D. Roosevelt. To keep in touch with the public and to keep the public in touch with the President are, of course, important in this country. Raymond P. Brandt, chief of the Washington Bureau of the *St. Louis Post-Dispatch*, described "The President's Press Conference," in the July number of the *Survey Graphic*. Readable, informing, interesting, Mr. Brandt's account of the evolution of the press conference from Theodore Roosevelt to Franklin D. Roosevelt is valuable for the classroom.

In this department, just one year ago, reference was made to summer articles by Professor Melder and Doctor Buell which exposed the quiet spread of economic particularism in this country, through state taxes of all kinds levied upon out-of-state products. This summer, other articles appeared on the same subject. In the July issue of *Current History* Blair Bolles of *The Washington Star* told about these interstate trade wars, under the title "Balkanizing America." In the June issue of *Events*, Professor Melder returned to the subject, describing "Interstate Trade Barriers." Both articles show how serious the situation has become but offer hope because of the growing interest in the problem which such groups have been taking as the Council of State Governments and other political, farm, and industrial organizations.

In the opening months of 1938, S. H. Walker and Paul Sklar wrote three illuminating articles in *Harper's Magazine* on "Business Finds Its Voice" (see this department in THE SOCIAL STUDIES for March, 1938). In the July (1939) number of the same periodical Mr. Walker and Julia Riera, in "Wall Street, Main Street, & Co.," assembled evidence pointing to the revolution in business management that has been taking place since 1937. They said that the grip of Wall Street and the personal rule by financiers are giving way to control largely

by business executives and others, many of them not men in the New York area at all. It is this shift of control from Wall Street to Main Street, the article suggested, that reveals the revolution which is now taking place with little notice.

The mayor emeritus of Jamestown, N.Y., Samuel A. Carlson, contributed to the May issue of *The Social Frontier* an article about local government which deserves wide reading. Mr. Carlson served Jamestown in various political capacities, but principally as mayor. From the vantage point of forty years of practical experience he gave his views, in "Expanding Municipal Democracy in Jamestown, N.Y.," on party government in local affairs, on publicly owned and operated utilities, on the long ballot, on proportional representation, and on other vital questions of local government. He favored public ownership of many public utilities, proportional representation and the short ballot, non-partisan instead of party control of local affairs, and a great increase in the use of experts in handling matters of local government.

What is the Department of Commerce and what are its activities? This question is answered in the June *Fortune* article on "The Department of Commerce." Special stress is laid upon the work and plans of the present Secretary of Commerce, Harry L. Hopkins. The July issue of the same magazine has been attracting a great deal of attention. It was a large number, devoted to New York City, its people, its government, its economic activities, and its physical features. In the August issue, the Third *Fortune* Round Table was given, dealing with the subject of "Transportation Policy and the Railroads."

The National Park Service of the United States Department of the Interior, having completed articles on "Celebrated Conservationists," began a two-year series last January on "Our Spanish-American Citizens and the Southwest Which They Colonized." References to this work of the National Park Service have been made in this department before. Those interested should address inquiries to the Service, in Washington, D.C.

The June issue of *The Canadian Historical Review* commemorated the centennial of Lord Durham's famous *Report* on British North America. Among the articles were a sketch of Lord Durham by Canada's governor-general, Lord Tweedsmuir, an account of the historical background of the *Report*, a description of its reception in Canada and in England, and a statement of its consequences. This centennial number is especially valuable because, in this country, there seems to be a growing interest in Canadian history and affairs. Has it not been odd that our schools have been concerned more with Latin-American history and affairs than with Canadian?

Readers of this department will recall that since December, 1937, *Fortune* magazine has been run-

ning a series of articles on South America. In its June (1939) number the sixth article of the series, on Brazil, was presented. This was the fifth nation described, the first article having been devoted to an introduction and general overview. This series is useful for the classroom, not alone because of its interesting and enlightening information, but also because of its attractive and helpful pictures, charts, and maps.

The July number of *Foreign Affairs* contained many articles of interest, in addition to that by André Siegfried which was mentioned earlier. A. Lawrence Lowell studied "The Frontiers of the United States." Jacques Maritain inquired into the relation of "The Catholic Church and Social Progress." H. V. Hodson surveyed "British Foreign Policy and the Dominions." A realistic discussion of the American tariff system in action was given in Percy W. Bidwell's article on "Our Invisible Tariff." Mr. Bidwell formerly was economist of the United States Tariff Commission. His description gives body and concreteness to the brief generalizations of high-school textbooks.

MEETINGS

On August 15-17, at Teachers College, Columbia University, there was held an unusual Congress on

Education for Democracy. Among the prominent Englishmen, Frenchmen, Americans and others who took part were former Prime Minister Baldwin, Sir Josiah Stamp, Gunnar Myrdal of the University of Stockholm, Commissioner John W. Studebaker, Charles A. Beard, Karl W. Bigelow of the American Council on Education, and presidents of higher institutions of learning here and abroad. The subjects for discussion included, "Democracy at Work," "Democracy and Its Challenge," "Democracy in Other Lands," "The Contributions of Religion to Education for Democracy," "Present Educational Opportunities for Rural Youth in a Democracy," "The Contribution of Higher Education and Adult Education to Democracy," "The Contribution of Youth Organizations to Democratic Life," and "Democracy Moves Forward."

The Long Island Social Studies Teachers' Association has planned a luncheon meeting in Hempstead at 12:30 o'clock on October 6, in conjunction with the Long Island Zone Conference of the New York State Teachers' Association. Dr. Franklin Dunham, Educational Director of the National Broadcasting Company, will speak on "The Utilization of the Radio in the Teaching of Social Studies." Radio programs will be produced and transcribed before the audience.

Motion Picture Department

ALBERT E. MCKINLEY, JR.

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Educational motion pictures have found their place in the schools of America, but many teachers have missed the opportunity offered by the entertainment pictures shown at the local theater. From time to time motion pictures appear which give very excellent background material for the social studies. It is the aim of this department to call attention to these motion pictures far enough in advance so that they can be recommended to the students when they are shown locally.

We realize that an evaluation of a motion picture from an historical angle would be of great value, but due to the fact that the time from the preview of a picture to its general release is so short, we are unable to give a critical review.

In this department we will, however, try to give a short summary of motion pictures that have material for the social studies. Educational motion pictures that can be shown in the school will also be included from time to time.

FEATURE PICTURES

NURSE EDITH CAVELL

This picture is an authoritative presentation of the case of Edith Cavell, British nurse executed by the

German military in 1915. The opening scenes give a brief introduction, showing Edith Cavell as a matron of a nursing home in Brussels, but the picture comes quickly to the German invasion and shows the ways and means by which the nurse and her associates smuggled soldier refugees from Belgium to Holland. The picture is climaxed by the arrest, court martial, sentence and death of Edith Cavell.

Produced by RKO Radio. Producer and director, Herbert Wilcox. From the novel by Reginald Berkeley. Release date, September 1, 1939.

The cast includes: Anna Neagle, Edna May Oliver, George Sanders, May Robson, ZaSu Pitts and H. B. Warner.

THE REAL GLORY

The Real Glory is a romantically treated picture of the early days of the United States army in the Philippine Islands. The characters in the story are fictional, but the general conditions depicted are in keeping with the happenings of those days. The picture is a stirring portrayal of the savage Moros and the terror they inspired in the peaceful majority of the natives on the islands, until they were brought under control by the United States army.

Produced by United Artists. Producer, Samuel Goldwyn. Director, Henry Hathaway. From the novel by Charles L. Clifford. Release date, September 29, 1939.

The cast includes: Gary Cooper, Andrea Leeds, David Niven, Reginald Owen, Broderick Crawford and Kay Johnson.

TOWER OF LONDON

This is an original screen play of the fifteenth century England, in the days of King Edward IV. The story deals with the plottings of the Duke of Gloucester, in which he wipes from his path the five possible candidates to the throne and becomes Richard III. The historic battles of Tewkesbury and Bosworth are reproduced in the picture as well as many elaborate sets built from historical charts and the actual plans of the Tower of London itself.

Produced by Universal Studios. Producer and director, Rowland V. Lee. Original story by Robert N. Lee. Release date, October 6, 1939.

The cast includes: Basil Rathbone, Boris Karloff, Barbara O'Neil, Ian Hunter, Nan Grey, Vincent Price and John Sutton.

SHORT PICTURES

THE BILL OF RIGHTS

Vitaphone presents in this historical color feature the story of "The Bill of Rights" from the first meeting of the colonists in Virginia to its incorporation in the federal Constitution.

THE STORY THAT COULDN'T BE PRINTED

Metro-Goldwyn-Mayer in their series the "Passing Parade" include this short picture giving the story of Peter Zenger, pre-Revolutionary War printer who was arrested for publishing reports on the crookedness of His Majesty's colonial representatives. His trial and acquittal are the foundation for the inclusion of the

freedom of the press clause in the American Constitution.

EDUCATIONAL FILMS

The American Films Foundation was recently founded to strengthen American institutions and ideals by the production of films for mass education on vital economic and social questions. The Foundation plans to produce one picture per month for use without charge by schools, churches, and similar organizations. Subjects already available include *The American Way*, portraying the constitutional protection of liberties, *The Right to Work*, presenting the capital-labor problem, and *Oh, Say Can You See*, featuring the taxation question. The films are both 16 mm. and 35 mm. Inquiries should be addressed to the American Films Foundation, 542 Fifth Avenue, New York City.

The American Red Cross has made for free distribution a one-reel film, 16 mm. and 35 mm., showing the training of a Red Cross nurse and the work she performs. The film is entitled *Footsteps*. Send inquiries to Douglas Griesemer, Director of Public Relations, American Red Cross, 19 E. 47 Street, New York City.

International Geographic Pictures, 52 Vanderbilt Avenue, New York City, has released *Territorial Possessions of the United States*. This film covers the period since 1853, as *Territorial Expansion of the United States* covered the period before 1853 (see news and comment department in the May issue of THE SOCIAL STUDIES). Scenes, events, personalities, animated maps, and a review map are included.

Know Your Coal is a two-reel sound film, 16 mm. and 35 mm., which tells the story of bituminous coal, step by step from earth to furnace room. To schools, clubs and similar groups the film will be sent free, except for the usual transportation charges. Address inquiries to Consumers' Counsel, National Bituminous Coal Commission, Washington, D.C.

Book Reviews and Book Notes

Edited by R. H. HEINDEL

University of Pennsylvania

The Romance of Human Progress. By Arthur Stanley Riggs. Indianapolis: Bobbs-Merrill Company. 1938. Pp. xix, 405. Illustrated. \$5.00.

Here is a volume intended for popular consumption which fills a want long recognized, an up-to-date account of the findings of archaeology in the great centers of ancient civilizations. Written by one who through ten years experience as editor of "Art and Archaeology" has been in a most favorable position

to evaluate and compare the amazing archaeological discoveries announced in recent years from various parts of the world, this book will be welcomed by general readers as well as historians and social scientists interested in the interpretations and conclusions of archaeology rather than in technical aspects and problems of the specialists in each area.

Although the title suggests considerations unlimited in time and space, the contents are devoted

principally to Egypt, the Mediterranean and the Near East from about 4,000 B.C. to the beginning of the Christian period. India and China receive much less attention than they deserve, although it must be admitted that information from these regions is still not very abundant. The New World is not neglected for summary treatment is accorded the three most complex cultures, Maya, Aztec, and Inca. It is to be hoped that readers will not assume that all the great contributions to civilization have been made within the past six thousand years or that they have emanated only from the areas and peoples enumerated. It should also be noted that in a book of this kind there are bound to be many positive assertions on questions about which expert opinions differ. But if, for example, the author has given undue emphasis to the importance of Egypt at the expense of her general contemporaries, it should be recognized that definite dates in these neighboring regions have not been determined as yet with the accuracy permitted in Egypt, and possibly never will be.

An attractive feature of this very readable book is the treatment of the subject matter by topics rather than by periods or areas. This arrangement will be appreciated by those who for comparative purposes desire information on special subjects. In respect to all these topics the author reflects a most intimate knowledge of source material. The book, however, is not merely a mine of information, impressive as this may be, but the fascinating story of the human side of history enthusiastically told by one who has a remarkable breadth of vision and a skillful knack of sensing the human and social context of an archaeological find. The reader is soon imbued with the author's spirit that here is a tale worth telling.

The volume is liberally supplied with 119 half tones, but one wishes for more. For those whose knowledge of the areas discussed is limited a large map would have been most useful. The book is adequately indexed and there is a selected bibliography for those who care to go deeper into any of the many intriguing questions.

D. S. DAVIDSON

University of Pennsylvania
Philadelphia, Pennsylvania

Social and Cultural Dynamics. By Pitirim A. Sorokin, New York: American Book Company, 1937. Three volumes. Pp. 2108. Illustrated. \$15.00 a set or \$6.00 a volume.

Although published two years ago, the book review editor asked to receive this massive work, by the chairman of the Department of Sociology at Harvard, for at least a short descriptive review, because American historical magazines have not reviewed it and because it was felt teachers would find the volumes useful and suggestive. Too little time has passed since

publication to judge adequately the reception of this work, but one is tempted to say that the European response, even in destructive criticism, has been somewhat more profound, and more favorable to the conclusions, perhaps because Europe has been closer than the United States to great change and catastrophe.

The central problem is a sociology of the change and fluctuation of Ideational, Idealistic, and Sensate cultures, stressing primarily Graeco-Roman and Western civilizations. Our culture, which is a typical "Sensate culture" in "postmature stage," has suffered a change and may decline, according to Sorokin. Even though Sorokin fits in with a conception of historical synthesis, Allan Nevins says contemptuously, "It is happily unnecessary to speak at any length" of Spengler, Pareto, Toynbee, or Sorokin. And though these newer philosophies are viewed as not at all helpful to practitioners of history, Nevins himself points out their virtues (which I think can pertain particularly to Sorokin): they foster discontent with the existing approaches to history, predispose us to utilize new formulas and new scientific apparatus in searching for truth, and grant historians flashes of insight and suggestions for a deeper understanding of man's career.

All the volumes are filled with charts, graphs, and tables, the product of intensive and coöperative research, which may often aid the teacher. Volume One, "Fluctuations of Forms of Art," after four chapters of critical methodology, offers quantitative and qualitative surveys of painting and sculpture, architecture, music, and literature. The material discusses such things as the sequence of the blossoming of the main arts, the proportion of religious to secular painting, the fluctuation of nudity, *paysage*, animals, social classes, etc. in painting; it analyzes the content of musical composition, leading to the conclusion that art reflects the principal characteristics of changes in culture.

Volume Two, "Fluctuation of Systems of Truth, Ethics, and Law" is more pertinent for teachers of the social studies, with discussions of underlying philosophical principles and the reflection of the ethicojuridical mentality in law. This volume contains valuable surveys of the ups and downs of discoveries and inventions. Volume Three, "Fluctuation of Social Relationships, War, and Revolution," is most helpful, especially the surveys of wars and revolutions. A postscript to volume three discusses informally the Philistinism of the utopia of "orderly progress," of the cyclical conceptions and diagnoses of decline, and intimates that beyond our grim transitory period there looms not the end of Western culture "but the magnificent peaks of a new Ideational society." The forthcoming Volume Four will be a summarized theory of sociocultural change and a treatise on sociological methods.

This stimulating work no doubt contains enough questions to inspire days of debates, but one may heartily recommend Sorokin's classic as an anchor for a winter's reading.

R.H.H.

Medieval Panorama: The English Scene from Conquest to Reformation. By G. G. Coulton. New York: The Macmillan Company. Cambridge, England: University Press, 1938. Pp. xii, 801. \$4.00.

This volume is the cream of Coulton, containing the best of his conclusions. It is the culmination of his famous array of historical writings on the Middle Ages. Several of its chapters, for instance those on "The Black Death" and "Artist Life," are summaries of his various monographs upon medieval subjects. The book, however, is in no wise a reprint of former writings. It soars above the rest, viewing the medieval scene from a high perspective with an admirable range, for the writer is able equally to develop the most minute detail and to present clearly the principles which make the details significant.

Several features give weight to this volume. First, while it ostensibly treats of the "English" scene from Conquest to Reformation, it very uniquely and powerfully puts England in perspective with medieval European society. Then, the present volume is a landmark in the evolution of social history. As is well known, Professor Coulton represents a reaction to the super-scientific, removed-from-actualities type of historian who has done much to cripple history and history teaching on both sides of the Atlantic. This is delicate work, and more than one so-called "social historian" has won the deserved contempt of solid scholars by inferring, unscientifically, more than the sources warranted. Coulton, however, with his remarkable knowledge of the sources, is perhaps as well qualified as any living medievalist; and in the *Medieval Panorama* he presents a steady stream of rarely interesting illustrations from source material.

Professor Coulton is still, of course, unmistakably a controversialist. There is humor in the earnest way in which he likes to condemn the medieval Church by quoting his facts from the writings of orthodox Catholics. Thus, his facts, and his methods of verifying them, are impeachable. Indeed, I have often wondered why some partisan historians should find it necessary to falsify facts, when merely by Coulton's method of clever selections from those already known, they can prove virtually anything they choose. A partisan historian is always to be, if not condemned, at least used with caution. But in light of the present rather mild flood of volumes with a definite, if not very pronounced, Catholic bias, a Coulton or two might be useful as a balance. Coulton has not been given sufficient credit for a fearless statement of

his views, in matters where partisanship on the other side has been less severely criticized.

OSCAR G. DARLINGTON

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The Colonial Period in American History. By Charles M. Andrews. Vol. IV. *England's Commercial and Colonial Policy.* New Haven: Yale University Press, 1938, Pp. xi, 477. \$4.00.

A new volume on American colonial history by Professor Andrews is always a treat. It is divided into eleven chapters as follows: beginnings of the policy, the Dutch rivalry, England's commercial system defined, the enumerated commodities, the system completed, strengthening the methods of enforcement, the customs service in the colonies, the vice-admiralty courts, origin and work of the Board of Trade, Mercantilism and the colonies, and England's attempt to enforce her colonial policy. The bulk of the volume deals with the seventeenth century although there are constant references to later events in chapters six to eleven.

As in the case of his previous volumes, Professor Andrews writes almost entirely from sources, making extensive use of the important *Treasury Papers*. There has been no neglect of secondary materials and practically every serious study is cited in the footnotes, frequently with comments. It is difficult to pick out particular parts of this volume that are better than others, but the chapters on "methods of enforcement," "the customs service," "the vice-admiralty courts," and "mercantilism" break much new ground. Any one of them would be recognized as a distinct contribution to historical knowledge if made by a younger scholar. We just expect such things from Professor Andrews. The chapter on enforcing a colonial policy is least satisfactory. It covers too much ground and seems hurried. The mass of material for the period after 1760 requires more space than can be found in a single chapter.

Editing and writing have been carefully done and this volume will be a source of authority for many years to come. It is interesting in style, and concrete enough to be readily understood by the non-specialist. Scholars will find the citations to the literature of the field an invaluable guide to further detailed research. It should be in every school or college library.

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Plato Today. By R. H. S. Crossman. New York: Oxford University Press, 1939. Pp. vii, 308. \$2.50.

The historian is rarely successful in projecting himself back into the temper of a time not his own. Yet

his success as an historian depends largely upon his ability to accomplish just this. On the other hand, it is by no means rare to attempt that even more dangerous process of projecting the great of long dead generations into our own era, decreeing that they speak to us out of their wisdom, and asking that they assess our own goods and ills as we have theirs. That there is undoubtedly profit to be derived from both these practices can hardly be disputed. We must be quite clear in judging such attempts, however, that they are psychologically foredoomed to a greater or less degree of failure; that is, if our present learned disquisitions on "climates of opinion" hold any water whatsoever.

The author of this present volume is a man of rather wide acquaintance with Plato. At one time tutor in philosophy at New College, Oxford, Mr. Crossman is now on the staff of the "New Statesman and Nation," and teaches politics to adult classes at the Worker's Educational Association. In *Plato Today* he resurrects the master for us temporarily, and asks him to glance at contemporary institutions. The result is interesting, even though we are obliged to admit that it is just as difficult to draw the line between where Plato stops and Mr. Crossman starts speaking, as it has been for scholars of Plato to differentiate between Plato's own and Socrates' utterances in the Dialogues. Starting inevitably with Plato's historical background, the author causes him to glance critically at everything from present-day nazism and communism to British democracy and American education. That the results of this criticism are largely negative is more a comment on Plato's own method than on Mr. Crossman's personal predilections.

Plato, through Socrates, aimed first at the destruction of contemporary prejudice and self-satisfaction. The author has conveyed this spirit to us well. The results of such a method are almost inevitably negative. Plato believed firmly, not in democracy, but in the dictatorship of a carefully trained aristocracy. The author faithfully presents this picture to us. One feels that perhaps Mr. Crossman has a case in using Plato to point out the obvious advantages of propaganda in the modern state; and in holding that the nazis organize that function more ably than ourselves. The focal point of the Crossman-Platonic criticisms can perhaps be said to lie principally in their chapter on "Plato Looks at American Education." A glance at their brief in this field will be well repaid.

The burden of Plato's attack on the modern American educationalist turns upon the latter's muddled analysis of his own objectives. The master presses his opponent ever further back on the haunches of his own fuzzy definitions, until the educationalist

lapses, as we anticipate, into emotional invective. Plato forces him to define American education in terms of training for democracy; and then with his famous dialectic sleight-of-hand places him in the position of admitting that we actually do no such thing. The implication that the American educator loses himself in a maze of ill-defined means to ephemeral ends is well put, it seems. On the whole, one sympathizes rather with Plato than with the American educator. There is more than passing interest in the Platonic belief that mass education defeats its own ends because of its inevitable standard of mediocrity.

One feels that such an attempt as is brought forth in this volume is almost certain to resemble exercises in logic for "Philosophy I." Yet, if the author and his subject have any case, it is that most of us, whether politicians, educators or mere citizens, need just such exercises and seldom get them. We cannot help but agree with this view, and suggest that Mr. Crossman's Plato is a stimulating person.

RICHARD A. HUMPHREY

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Standard Catalog for High School Libraries. First Supplement 1938. New York: H. W. Wilson Company, 1938. Subscription basis.

School librarians will find a wide choice of new titles in this first supplement to the improved 1937 edition of the *Standard Catalog for High School Libraries*. The selection of titles for the social sciences is particularly noteworthy and the number of new inexpensive editions of important outstanding titles of recent years should encourage many a school librarian with a very limited budget. It is hoped that the economic restrictions which limit the size of the *Standard Catalog* and its supplements may become less stringent in order to allow for more expansion in the fiction section, for with the modern school curriculum calling for fiction to supplement the reading in sociology, history, and English it is essential that the school library develop a well selected collection of fiction both modern and basic to fill the needs of the curriculum in addition to the demand for recreational reading. All those titles for which the Wilson catalog cards are available are indicated by a (W) before the call number and this innovation will be a great help in most school libraries.

Another feature of the supplement which merits special attention is the final section devoted to a selection of books for use in a unit on "Modern America," based on topics currently used in the modern junior and senior high school. Miss F. Marie Foster, head of the Department of Library Science, State Teachers' College at Kutztown, Pennsylvania edited this section which illustrated to teachers and school

librarians the possibility of relating the books chosen in the various subject fields to topics dealing with contemporary problems. The unit is divided into two parts, Part I: Centers of Interest; and Part II: General Aids. The Centers of Interest comprise the following main topics:

Modern American Youth and Individual Development

The American Scene

Social Living

Men and Machines at Work

Responsibilities of a Democratic Government

Participation in World Affairs

Under more specific subdivisions of these "Centers of Interest" are listed the titles in both the *Standard Catalog for High School Libraries*, 1937 edition and the *Supplement*, 1938, which provide the student and teacher with material for study and enrichment of each topic. The reader is referred to the main entry for the annotation and suggestions are given for additional material under related subjects to be found through the index. (The symbol SUP. before the call number indicates that the title is in the *Supplement* rather than in the main *Standard Catalog for High School Libraries*.) Some of the titles suggested are textbooks; for instance under the topic: American Scene; The Country and its People are listed such titles as Rugg, *History of American Government and Culture*; but there are also listed other titles provocative for discussion of factors in modern American life such as Caldwell and White, *You Have Seen Their Faces*, and Sullivan, *Our Times; The Twenties*. The books suggested cover different reading levels and the teacher or school librarian would need to adapt the unit to the needs of any one specific group.

The second part dealing with suggestions for "General Aids" consists of suggested sources for pamphlets, films, pictures and other material needed for any unit. Familiarity with the curriculum and correlation of library and classroom is evident in the selection of titles for this unit which should be a welcomed aid to many a rushed school librarian. Its introduction through the *Supplement* is another indication of the effort that is being made to provide the school librarian with tools to lighten routine work and to make the most use of every title in the collection. It will be helpful if school librarians and teachers will express themselves in regard to the use and value of this unit which it is hoped is a forerunner of other similar units for biography, science and other topics in the school curriculum.

ALICE LOUISE LEFEVRE

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Labor Problems in the United States. By Mac H. Donaldson. New York: Longmans, Green and Company, 1939. Pp. x, 289. Paper cover. \$1.00.

The author is fully aware of the objectives of the editors of the series of books, *American Business Fundamentals*, for his book is basically a direct treatment of the whole labor movement and its problems in this country. It is not an exhaustive study but a simple and systematic organization of the pertinent facts of labor to give the adult reader or the student needed perspective. The thesis of the book would have us realize that labor touches everybody—laborer, employer, government, and the consumer. There is too much detail to make a summary of the material possible. It presents the issues of the present day, the activities of the employer and the employee, and the position of government; all in their proper historical development. The interrelationship of these and the economic, social and political factors involved are treated with the clarity and carefulness of a scholar.

The book is enhanced in its value to the student by the notes to each chapter which should serve as a stimulus to further study. The appendices give tables of more important unions, charts by industries and affiliations, tables of strikes and lockouts, and a series of questions and research problems for each chapter. While it may be encyclopedic in its reading it should definitely fill its purpose for the twelfth year high school student or the lay reader in labor problems.

ELMER A. LISSFELT

Abington High School

Abington, Pennsylvania

High School and Life. Francis T. Spaulding. The Regents' Inquiry. New York: McGraw-Hill Book Company, Inc., 1938. Pp. 377. \$3.00.

The title of this volume of 'The Regents' Inquiry' indicates the problem which it discusses. The book consists of generalizations illustrated by facts gleaned from other volumes in the series, notably Wilson's *Education for Citizenship*, Eckert and Marshall's *When Youth Leave School*, Norton's *Education for Work*, and Maller's *School and Community*.

While the whole volume is of importance to social studies teachers, the most significant conclusions seem to be the following:

- (1) There is need for education for social competence.
- (2) Students leaving or graduating from New York secondary schools lack social competence.
- (3) Barely one-sixteenth of the total enrollments are in the social studies other than history.
- (4) The students who do take these courses receive, for the most part, academic instruction largely unrelated to life outside of school.

(5) It is possible for the schools to contribute much more than they now do to their pupils' social competence.

(6) The leading obstacles to a more effective program are the Regents examinations, the system of school district organization, the lack of consistent leadership by the State Education Department and the bad examples and lack of cooperation on the part of parents and citizens. Inertia, indifference, and preoccupation with routine on the part of teachers and principals is held to be a minor factor.

Specifically describing our field the report says:

In the field of the social studies the teaching chiefly emphasizes historical facts. The study of government that is provided for in the classes in civics usually pays more attention to the structure of government than to a realistic analysis of how government works. The economics taught is largely impersonal and institutional; it deals with broad tendencies rather than with immediate problems, and with abstract economic "laws" rather than with the personal and individual uses of economics. Many schools deal with current events in connection with their history courses, but the teaching is likely to dwell on factual information, with little attention to underlying social tendencies or fundamental social problems. Question-and-answer represents the characteristic teaching method, directed toward the acquisition of a large amount of information about dates, names, and events. Pupils' attitudes are almost entirely neglected: items of knowledge, rather than loyalties, ideals, or ways of thinking, represent the outcomes by which pupils' learning is chiefly judged.

The majority of high schools give little or no place to the development of other types of competence, in which leaving pupils are notably deficient. They do not teach pupils directly and systematically about their local communities, or encourage them in any penetrating thinking about fundamental social problems, or get them to participate, by reading or listening to the radio, in out-of-school discussions of controversial matters. Most of the schools pay no attention to the development of social conscience.

It seems fair to conclude, in the light of what the schools do not teach, that a major reason for young people's lack of success in meeting out-of-school problems is that the secondary schools give them insufficient chance to master important abilities which the out-of-school world will require of them. What the schools actually teach they teach with reasonable effectiveness, but they fail entirely to teach many significant things which boys and girls are quite unlikely to learn except as the schools do teach them.

While concrete evidence, based on a national survey equivalent in thoroughness to this inquiry, is lacking, it is not unlikely that this is a picture of conditions in the schools of other states besides New York. In fact, most social studies teachers can substitute the name of their own state for that of the Empire State and feel perfectly at home. At home, but not altogether comfortable; for in spite of the clean bill of health awarded to teachers by the inquiry, most of us know that, just among ourselves, it must be admitted that inadequate training, prejudice, lack of social vision, addiction to routine, overwork, and plain laziness do prevent many social studies teachers from doing their bit in linking up high school and life in a realistic and functional way. Until teachers, individually and as a group, accept their professional responsibility without evasion and react to their work in the spirit of social engineering, reorganization of the outside factors will have inadequate results. Teaching, even under the evil conditions of mass education, is an intensely personal matter. Pedagogues, in the good old Greek sense, are needed, especially in the social studies. "The unprintable textbook" of which Joseph K. Hart wrote seventeen years ago—that is, the community—must be used instead of being hidden from sight by the printed textbook in the pupil's hands.

The sponsors and makers of the Regents' Inquiry deny that their report is an indictment. Be that as it may, it is a challenge which may be neglected at the peril, not only of the schools, but of democratic civilization.

EDGAR C. BYE

State Teachers College
Montclair, New Jersey

The Tree of Liberty. By Elizabeth Page. New York: Farrar and Rinehart, 1939. Pp. 985. \$3.00.

The Tree of Liberty is good reading for students of history who are interested in minute details of the Revolutionary War period. In the lives of Matthew Howard and Jane Peyton and their numerous relatives, friends, and enemies, the issues of the Revolution are clearly presented and the principles and motives of people of all sections painstakingly analyzed. A student could scarcely hope to find more American history in one novel.

However, those readers more interested in the story than the facts will find the book ponderous. In many of the long political arguments the characters are too obviously mere vehicles for conflicting views of tidewater and frontier. Even the love elements, after the first few hundred pages, when discussions of knotty problems drag interminably, have the effect of a dash of spice added to a dish which is fast losing its flavor.

In this reader's opinion, while the author has done

a splendid job in both characterization and dialogue, the book is much too factual to become a popular novel. It is doubtful whether the average high school student would have the patience to wade through it.

MILDRED BAIR LISSFELT

Abington, Pennsylvania

TEXTBOOKS AND OTHER TEACHING AIDS

Unified American Government. By J. S. Young and E. Y. Wright. New York: McGraw-Hill Book Company, 1939. Revised Edition. Pp. xii, 580. Illustrated. \$1.48.

The authors of this book feel that the source of modern government lies in the socio-economic condition of society. The greatest and growing concern in our country is our government. Its very existence means the well-being of every individual in the country. Thus as such it is a means of promoting the nation's general welfare.

According to the authors the word "Unified" in the title is there to emphasize the unity that runs through the book. Three phases of the subject are unified: (1) Content—political, economical, and sociological; (2) Units of government—national, state, and local; (3) Functions—legislation administration and adjudication.

In civics, the trend has been to approach this study through the local government, while others approach this field through the state, the nation and the world around the individual. However, this book presents the field unified—national, state, and local.

The organization of this book into logical units and lessons is commended. The authors motivate each chapter by placing at its beginning an outline of high spots and chief objectives. At the end of each chapter is a well-developed conclusion. The authors are to be commended for the vocabulary test on new or difficult words that each chapter has. Self-activity on the part of students is spurred on by exercises, by a list of questions for discussion, special class reports, and topics for research. This, of course, allows for individual differences for students. A well-organized bibliography is given at the end of the text, as well as a brief list of books for collateral reading at the end of each chapter. The print is of good quality, and very legible. The book is recommended to social science teachers for its workmanship and adaptability to classroom use.

IRWIN A. ECKHAUSER

Washington Junior High School
Mt. Vernon, New York

Renaissance and Reformation Times. By Dorothy Mills. New York: G. P. Putnam's Sons, 1939. Pp. xx, 345. Illustrated. \$2.50.

Miss Mills is no novice in the writing of history; yet her self-assigned task of giving in a volume of

330 pages an introduction to the history of the Renaissance and the Reformation calls for both a mastery of subject and a skill in presentation vouchsafed to but a few. After a seven-page chapter called *The Spirit of the Renaissance*, fifty pages are devoted to the Renaissance in Italy, followed by accounts of the Empire (1492-1556), Spain (1492-1598), France (1422-1589), England (1485-1558). Then come brief chapters on the Renaissance in the North, Education, Discoveries of Science, and the Age of Discovery. In somewhat under one hundred pages is given a survey of the Reformation movements in Germany, France and Switzerland, England, and Scotland, the Counter-Reformation, the Wars of Religion, with chapters on the Bible in English and Economic Changes in the Sixteenth Century thrown in for good measure. The last chapter (pp. 293-333) is concerned with Elizabethan England.

There are a score of well chosen illustrations in the volume; better yet, Miss Mills gives numerous quotations from standard books; to one reader, these seem the best features of this work. Miss Mills's own contributions seem not only elementary (which is to be expected) but lacking in insight, commonplace, unimaginative, and uncritical. While this book may find a place on the shelves of high school libraries, it can hardly be said to meet a long-felt want. One wonders why a fourth of the book should be devoted to affairs in Britain, what Miss Mills understands by the Renaissance, and indeed, just why this book should have been written at all.

A. H. SWEET

Washington and Jefferson College
Washington, Pennsylvania

BOOK NOTES

Public Opinion. By William Albig. New York: McGraw-Hill Book Company, 1939. Pp. xii, 486. Illustrated. \$4.00.

Synthesis and interpretation have lagged behind in the expanding field of public opinion. This excellent volume serves to fill the gap. The opinion process is the principal subject of the volume which should be available both to teachers and students in all of the social studies, related, as it is, to important social changes which made inevitable pressure groups and propaganda. Professor Albig discusses the nature and development of public opinion, communication, language, legend and myths, the geographic distribution of group opinion, various types of measurement, censorship, the radio, motion pictures, and the press. His criticisms and bibliographies will suggest many interesting projects every teacher can undertake.

Owatonna: The Social Development of A Minnesota Community. By Edgar Bruce Wesley. Minne-

GROWING IN CITIZENSHIP

YOUNG AND BARTON

A new type civics for 8th or 9th grade, designed to give pupils a concrete understanding of their country and its institutions, and life in our modern communities and nations. The material has been drawn

from the literature of all the social sciences, books, magazines, newspapers, and the radio; and is designed to meet the needs of different types of courses and different communities. \$1.76

AMERICA BEGINS AGAIN

GLOVER

In dramatic, narrative form, this book pictures the development of our national resources from America's founding to the present; the ill-considered waste of these resources over many years; and the beginnings of new undertakings on a national scale to save them and develop them for the future. Stuart Chase contributes a Foreword. Fully illustrated. \$1.76

UNITS IN WORLD HISTORY

GREENAN AND GATHANY

The swift march of events in Europe, Asia, and Africa, and our own hemisphere is pictured in new material in this revised edition of an outstanding text. Units dealing with ancient and medieval history have been

expanded, and those covering modern times have been broadly revised and brought down to January 1939, with critical treatment of contemporary events. 858 pages, 381 illustrations, 50 maps. \$2.32

ECONOMICS

SMITH

Interest and clearness are two fundamental qualities of this book. It makes economics interesting by finding the factors common to it and to everyday living; by employing apt illustrations from the pupil's daily experience. Up-to-the-minute 1939 Edition, \$1.68.

UNIFIED AMERICAN GOVERNMENT

YOUNG AND WRIGHT

The laws just passed by Congress and the activities most recently set in motion by our national government are all fully explored in this revised edition, which teaches in every chapter the opportunities and responsibilities of alert, intelligent citizenship. \$1.48

Write for further information

McGRAW-HILL BOOK COMPANY, Inc., 330 W. 42nd St., N.Y.C.

apolis: The University of Minnesota Press, 1938. Pp. xvi, 168. Illustrated. \$2.00.

This is a model study in local history. Owatonna, the subject of the study, is a community of about 8,000 people. The first three chapters of the book are given to the time from the founding of Owatonna in 1854 to 1890. The other chapters describe the period after 1890. The sources used were books and newspapers, state and city records, manuscripts, and interviews. The author was able to get much first hand information because the settlement was of recent date. There is an appraisal of the problems and the civic personality of the city along with a narration of the many organizations and activities which constitute its business and cultural life. It is well written, comprehensive in treatment, and scholarly.

Political Handbook of the World: Parliaments, Parties and Press as of January 1, 1939. Edited by Walter H. Mallory. New York: Harper and Brothers, 1939. Pp. 207. \$2.50.

This annual publication, which was started in 1928, gives the names of the rulers, the composition of the legislative bodies, the programs of the political parties, and the names, policies, and ownership of the press, of all of the countries of the world. It is published for the Council on Foreign Relations and is a reliable and impartial guide to the political changes, the general elections, and the changes in the cabinets in any part of the world. What parties are represented in the Congress of the United States? Who is the president of Eire? What is the present population of Italy? These and other fundamental questions are answered in this handbook. It will be a useful desk book for social studies teachers and a handy reference book for high school libraries.

PERTINENT PAMPHLETS

Peace Education. Compiled by M. A. Matthews. Carnegie Endowment for International Peace, Reading List No. 38, May 22, 1939. 700 Jackson Place, Washington, D.C. Free.

Select list of references on international friendship.

Defending America. By Major G. F. Eliot. World Affairs Pamphlets, No. 4, March, 1939. Foreign Policy Association, 8 W. 40 St., New York. 25 cents.

A lucid and balanced account of our problem of national defense, and analyzes our strategical position as well as the organization of our military and naval establishments.

Refugee Facts. American Friends Service Committee, 20 S. 12th St., Philadelphia, 1939.

A booklet issued to combat exaggerated stories concerning German refugees.

Toward a Healthy America. By Paul De Kruif. Public Affairs Pamphlets, No. 31, 1939. New York: Silver, Burdett and Company. 10 cents.

A suggestion for the formation of a nation-wide volunteer army of federal and state healthmen, and coöperation of all health agencies, with additional readings.

Our Heritage of Freedom. By Helen Marston Beardsley. April 15, 1939, issue of *Social Action*. Council for Social Action of the Congregational and Christian Churches, 289 Fourth Avenue, New York City. 15 cents.

A summary of the heritage of freedom in America, the attacks upon it today, and how that heritage may be preserved. Readable and timely. A bibliography is appended.

City Manager Government in San Diego (Calif.), City Manager Government in Janesville (Wis.), City Manager Government in Charlotte (N.C.). By H. A. Stone, D. K. Price and K. H. Stone. Public administration Service, nos. Sp. 7, 8, 9, 1939. For the Committee on Public Administration of the Social Science Research Council, 306 E. 35 Street, New York City. \$.50 each.

Three of the nation-wide studies of the practical operation and results of the city-manager plan of municipal government made in 1937 among eighteen scattered cities, under the direction of the Committee. Case studies of individual cities, showing local conditions, and the history of the town before and since the introduction of the city-manager form of government.

The Language of Modern Education, Bulletin 17, 1939, *Special Opportunities of Small Rural Schools,* Bulletin 230, 1939, *Education for Traffic Safety,* Bulletin 390, 1939, *Suggestions for Developing a Social Studies Program in the Secondary School,* Bulletin 411, 1939. Issued by the Department of Public Instruction of Pennsylvania, Harrisburg, Pa.

Bulletin 17 lists alphabetically and explains nearly two hundred educational terms in common use today. Bulletin 230, nearly one hundred pages in length, with illustrations and bibliography, offers practical suggestions for discovering and realizing the potentialities of small rural schools. Bulletin 39 includes suggestions for teaching youth how to drive automobiles. Bulletin 411 is a description of the Pennsylvania program for social studies for all grades. This program is built around nine areas of living. Included are accounts of underlying principles, classroom techniques, and two examples of the program in action in Radnor Township Senior High School, Wayne, Pa.

Radio in Education. 1939. Department of Public Instruction of Pennsylvania, Harrisburg, Pa.

A Federal Writers' Project, suggested by the Department of Public Instruction of Pennsylvania. It traces the development of radio in schools, presents interesting experiments and studies the possibilities of radio and television as instruments of education. A bibliography is appended.

Junior Booklist of the Secondary Education Board. May, 1939. 16 cents, *Senior Booklist of the Secondary Education Board.* May 1939. Secondary Education Board, Milton, Mass. 18 cents.

Books are listed, graded, and briefly described. The *Junior Booklist* covers grades kindergarten to nine; the *Senior Booklist* covers grades eight to twelve.

Pan-Americanism, Can We Win It? By Hubert C. Herring. June 15, 1939 issue of *Social Action*. Council for Social Action of the Congregational and Christian Churches, 289 Fourth Avenue, New York City. 15 cents.

A survey of the twenty Latin-American states, their peoples, resources, activities, governments, and foreign relations. Sketches the story of Pan-Americanism and its present status. Bibliography.

Building the Third Reich. By John C. de Wilde. World Affairs Pamphlets, no. 5, 1939. Foreign Policy Association, 8 W. 40 Street, New York City. 25 cents.

After spending a large part of 1938 in Germany, Mr. de Wilde describes the revolution wrought since 1933 in so many parts of German life, the structure and functions of the Nazi Party and the Nazi State, and the economic and international consequences of Naziism.

CURRENT PUBLICATIONS RECEIVED

A Short History of Political Thinking. By Paul W. Ward. Chapel Hill: University of North Carolina Press, 1939. Pp. vii, 123. \$1.50.

Excellent summary from Greek City-State to contemporary issues suitable for advanced secondary students.

An Atlas of Current Affairs. By J. F. Horrabin. New York: F. S. Crofts and Company, 1939. Fifth text edition. Pp. x, 149. Maps. \$1.00.

A useful geographical summary with brief historical notes on many "trouble spots" which students might revise daily as an instructive project.

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International Bibliography of Historical Sciences: Eleventh Year (1936). New York: H. W. Wilson Company, 1938. Pp. xxxix, 449. \$9.90.

The well-known bibliography edited for the International Committee of Historical Sciences.

The Growth of American Democracy. By Jeannette P. Nichols and Roy F. Nichols. New York: D. Appleton-Century Company, 1939. Pp. xxiii, 819. Illustrated. \$4.00

A volume in the Century Historical Series.

Living Together in My Community. By Howard C. Hill and H. A. Anderson. Boston: Ginn and Company, 1939. Pp. vi, 177. Illustrated. 72 cents.

A workbook, revision of *My Community*.

Famous Men and Women of Canada. By M. B. McKinley. New York: Longmans, Green and Company, 1938. Pp. 128. Illustrated. 80 cents.

For elementary use, covering early settlement.

Major European and Asiatic Developments Since 1935. By Walter C. Langsam. New York: The Macmillan Company, 1939. Pp. ii, 121. 60 cents.

Revised supplement to Professor Langsam's textbook *The World Since 1914*.

Our Schools. By Howard Cummings and E. B. Sackett. New York: Harper and Brothers, 1939. Pp. xiv, 216. Illustrated. \$1.40.

One of the American Way Series, for student understanding of democratic institutions.

Gandhi Triumphant! The Inside Story of the Historic Fast. By H. T. Muzumdar. New York: Universal Publishing Company, 1939. Pp. x, 103. \$1.00.

By a supporter of non-violent revolution.

The Bible of Mankind. Edited by Mirza Ahmad Sohrab. New York: Universal Publishing Company, 1939. Pp. xxx, 743. \$5.00.

Contains quintessence of nine religions of the world, with interpretative prefaces by different scholars.

General Sociology. An Introductory Book. By Verne Wright and M. C. Elmer. New York: Farrar and Rinehart, 1939. Pp. xii, 655. \$3.75.

Features: dynamic and contemporary treatment of cultures and societies, material on Oriental culture, a lengthy discussion of social control, and emphasis on social reorganization.

Civilization Builders. By F. H. Law. New York: D.

Appleton-Century Company, 1939. Pp. x, 356. Illustrated. \$1.32.

Especially useful as supplementary reading in grades ten and eleven.

A Short History of the United States. 1492-1938. By John Spencer Bassett, revised by R. H. Bassett. New York: The Macmillan Company, 1939. Pp. xvii, 1039. Maps. \$4.00.

A revision of a standard text.

The Constitutional History of the United States 1776-1826. By Homer C. Hockett. New York: The Macmillan Company, 1939. Pp. xiv, 417. \$3.00.

A constitutional study of the formative period.

The Westward Movement: A Book of Readings on our Changing Frontiers. By I. F. Woestemeyer. New York: D. Appleton-Century Company, 1939. Pp. xx, 500. \$2.25.

Collection edited primarily from the pioneers' own stories.

The Races of Europe. By Carleton S. Coon. New York: The Macmillan Company, 1939. Pp. xvi, 739. Illustrated. \$7.00.

Scholarly analysis of a controversial subject.

Imperial Germany and the Industrial Revolution. By Thorstein Veblen. New York: The Viking Press, 1939. Pp. xxi, 343. \$3.75.

New edition of one of Veblen's most important writings.

A Political and Cultural History of Modern Europe. Shorter Revised, Volume II. By Carlton J. H. Hayes. New York: The Macmillan Company, 1939. Pp. xii, 865. Illustrated. \$4.00.

Shorter version of a well-known text covering events since 1830.

Economic Development of the United States. By C. M. Thompson and F. M. Jones. New York: The Macmillan Company, 1939. Pp. xiii, 794. Illustrated. \$3.50.

Written for average college student.

Federal Administrators. By A. W. Macmahon and J. D. Millett. New York: Columbia University Press, 1939. Pp. xi, 524. \$4.50.

A helpful study of personnel.

Economics: Principles and Problems. By Edward L. Korey and E. J. Runge. New York: Longmans, Green and Company, 1939. Pp. xi, 687. Illustrated. \$1.80.

Designed for Unit Plan, with provisions for classes of different abilities.